

Characteristics of the Curriculum	<b>Challenging</b>	<b>Communication</b>	<b>Taking Risks</b>	<b>Awe and Wonder</b>	<b>Values</b>
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Class:2	Term: Spring	Topic Title FIRE FIRE !! <b>CYCLE A-</b>			
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Trips and Visitors	Mind Map Overview	Whole School Elements
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NC POS covered Thematically	<p><b>History</b> Look at Great Fire of London on a timeline and explore ways in which London was different in 1666. 2 Explore the events of the Great Fire and Samuel Pepys' experiences. 3 Investigating some of the reasons the fire lasted so long, and measures that were put in place to ensure a fire on such a large scale didn't happen again. 4 look at sources including Pepys' diary, pictures, reports and artefacts. 5 create newspaper reports. 6. Write a diary entry as a child in 1666.</p> <p><b>Geography</b> Locate London on a world map and a map of the UK, and starting to think about London's features. 2 discuss facts and history about some of London's most famous landmarks. 3 Use directional language to navigate between London landmarks on a map, including using compass directions. 4 Use geographical clues to see if they think a photo shows London or not, then explore some of London's key geographical features. 5 create travel brochures</p> <p><b>Art</b> Explore light and dark, and use chalk to create flames. 2 Think about shapes and colours in flames, and create collage of the Great Fire of London using tissue paper. 3 Create 3-D pictures of a London landmark . 4 mix paint to create a fire painting.</p> <p><b>D+T</b> Identify the features of modern fire engines. 2 Investigate wheels, axles and chassis as the base of a fire engine. 3 Investigate ways of creating the body of a fire engine. 4 Design and make a fire engine.</p> <p><b>Science</b> Through the exploration of Changing Materials, investigate the effects of heat on eggs, chocolate and sugar in hot water. Ask the children to make predictions</p>	<table border="1"> <tr> <th style="background-color: #cccccc;">Element</th> <th style="background-color: #cccccc;">✓</th> </tr> <tr> <td>Well Being</td> <td></td> </tr> <tr> <td>Arts and Culture</td> <td></td> </tr> <tr> <td>Enterprise</td> <td></td> </tr> </table>	Element	✓	Well Being		Arts and Culture		Enterprise	
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<p>History (1.4/5/6/7) (1.2/5/6)</p> <p>Geography (1.7) (1.5)(1.11)</p> <p>Art (1.3/4) (2.1/2/3)(6.1/2/3)</p> <p>(1.3/4)(2.1/2)(6.1/2/3/4)</p> <p>D+T(1.2/3) (2.1) (1.2/3/4) (2.2/7)</p> <p>Dance(3.1./2/3)) and</p> <p>gymnastics(2.1/2/3/4))</p> <p>Digital citizens (2.4/5/6)(3.1/2)</p> <p>(3.1/2/3)</p> <p>Computing(1.4/9)</p> <p>Science- changes in materials</p> <p>Mfl(1.4/5)</p> <p>MUSIC (1.1/2)</p> <p>S+L (1.1/2/3/4)</p> <p>ICT (1.1/2/3/4/5/6/7)</p>										

NC covered Independently
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<p><b>Music create own music.</b></p> <p><b>P.E move body like</b></p> <p><b>Fire</b></p> <p><b>Act out scenes/ children</b></p> <p><b>record on I pads</b></p> <p><b>Fire safety posters</b></p> <p><b>Poetry--- classic poetry</b></p>	
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Topic Home Learning	Collaboration Opportunities	Celebration Activity
Design a tankard		

