

# Topic Map Class 2 Term 1/2 2024/25 - Eco Topic - 'Going Green!'

(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)

<p><b>History/Geography Sequence of Learning</b></p> <p><b>Geography:</b> <b>Locational Knowledge</b> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Human and Physical Knowledge</b> Human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Assessment Activity</b> End of unit quiz on learning.</p>	<p><b>Computing Sequence of Learning</b> <b>Purple Mash</b></p> <p><b>Years 3 &amp; 4</b> <b>Digital Literacy</b> - On-line safety (3.2) <b>Computer Science</b> - Coding (3.1)</p> <p><b>Years 5 &amp; 6</b> <b>Digital Literacy</b> - On-line safety (5.2) <b>Computer Science</b> - Coding (5.1)</p> <p><b>Areas taught discretely:</b> Online Safety</p> <p><b>Assessment Activity</b> Years 3 &amp; 4 - End of quiz on learning Years 5 &amp; 6 - End of quiz on learning</p>	<p><b>Art Sequence of Learning</b> I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. I can share my own response to their work, articulating what I like or don't like about their work. I can use my sketchbook to make visual notes to capture key ideas about how the designers work. I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond. I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work. I can take photographs of my work, thinking about presentation, lighting and focus.</p> <p><b>Assessment Activity</b> Make a 2D &amp; 3D fashion design with painted and decorated paper.</p>	<p><b>R.E. Sequence of Learning</b> <b>Diwali – Hinduism</b> I can tell you some of the things Hindus do during Diwali. I can describe some of the things Hindus do at home or at the temple during Diwali. I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging. I can explain how Diwali can bring a sense of belonging to Hindus.</p> <p><b>Christmas – Christianity</b> I can remember the Christian nativity story. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can explain the true meaning of Christmas for Christians.</p> <p><b>Assessment Activity</b> Children to have a picture of some Hindu children during Diwali and complete thoughts/feelings bubbles about their thoughts and feelings during Diwali, e.g. I enjoy Diwali because... I don't really enjoy Diwali because...</p> <p>Children complete a task sheet answering the question "Do I think Christmas has lost its true meaning?"</p>	<p><b>Science Sequence of Learning</b> <b>Light (Lower Key Stage 2):</b> To recognise that they need light in order to see things and that dark is the absence of light.  To notice that light is reflected from surfaces.  To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  To recognise that shadows are formed when the light from a light source is blocked by an opaque object.  To find patterns in the way that the size of shadows change.</p> <p><b>Light (Upper Key Stage 2):</b> To recognise that light appears to travel in straight lines.  To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Assessment Activity</b> End of unit quiz on learning.</p>
<p><b>French Sequence of Learning</b> <b>This is Me:</b> Recognise and respond to different greetings. Recognise and sound out phonemes and notice key phonemes in French words. Ask someone how they are feeling and say how they are feeling.</p> <p><b>School Days:</b> Deduce the meaning of new words using a range of language detective skills. Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. Explain what there is and is not in a classroom. Correctly identify masculine and feminine nouns in written form. Exploring festivals - Christmas</p> <p><b>Assessment Activity</b> Create a picture of a classroom with labelled objects.</p>	<p><b>Music Sequence of Learning</b> <b>Recorders</b> Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Performing as a group</b> Sing different songs as a choir for Christmas Nativity. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>Listening and Appraising a variety of music genres:</b> Ongoing throughout the year when taking part in 'Artist of the Day'.</p> <p><b>Assessment Activity</b> Record a performance of the children playing a piece on their recorders.</p>	<p><b>P.E. Sequence of Learning</b> <b>REAL PE:</b> <b>Positivity</b> <b>Cog – Personal</b> <b>Balance:</b> Static Balance (1 leg) <b>Co-ordination</b> Footwork <b>Cog – Social</b> <b>Dynamic balance to agility</b> Jumping and landing <b>Static balance</b> Seated</p> <p><b>REAL GYM:</b> Balance Travel Rotation</p> <p><b>Related Sports</b> Tag Rugby Football</p> <p><b>Assessment Activity</b> Record a sequence of balancing, travelling and rotation.</p>	<p><b>PSHE Sequence of Learning</b> <b>Relationships:</b> Explore rules and the reasons for following them. Explain the feelings that we might have when we lose something important to us. Recognise basic emotional needs and how feelings can change. Explore strategies to respond to being bullied. Understanding that everyone has the right to be free to choose who and whether they marry (Y5 and Y6) Recognise that some types of physical contact can produce strong negative feelings and may be illegal. (Y6)</p> <p><b>Valuing Difference:</b> Explore and celebrate ways that we are different to each other. Understand and identify stereotypes, including those presented in the media and gender stereotypes. Understand the information that we see online is not always true or accurate. Describe the qualities of a strong and positive friendship.</p> <p><b>Assessment:</b> Through storytelling, explore prejudice, what it is and why people have prejudiced views.</p> <p>Assessment Activity.</p>	<p><b>D.T. Sequence of Learning</b> Continued from Art - Children are to use their 2D and 3D fashions to designs to create a real item of clothing.</p> <p><b>Assessment Activity</b> Showcase your piece of fashion in a school fashion show!</p>

**Maths Topics – Following White Rose Scheme of Work:** Years 3 & 4 – Place Value, Addition & Subtraction, Multiplication & Division, Measurement (Area); Years 5 & 6 – Place Value, Addition & Subtraction, Multiplication & Division, Fractions.

**Mastering Number in Key Stage 2 – Following the NCETM:** Years 3 & 4 – Mastering Number in Year 4; Years 5 & 6 – Mastering Number in Year 5.

**English Topics:** **Explanation Text** – 'Wildlife Haven; Fantasy Fiction – How the Old Man got to the 'Tin Forest'? **Narrative** – 'There's a Ran-Tan in my Bedroom', **Persuasive Letter** – To Iceland to remove palm oil products; **Poetry** – Lipogram & Diamante Poem and Haikus and Rangas; **Christmas Writing** – Paired narrative on John Lewis' – The Bear and The Hare' advert.