

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 – SUMMER 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2023

## History: Famous People

**Key Enquiry: How have people like Katherine Johnson made the world a better place?**

### History Driver

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Lives of significant people</b></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p>	
<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> </ul> <p>Can I understand where significant people and events fit on a timeline?</p> <p>Do I know about people from the past who have contributed to national/international achievements? Katherine Johnson and Rosa Parks?</p> <p><b>Skills</b> Plot significant people, changes and events on a timeline- where would they go?</p> <p><b>Key Vocabulary</b> Scientist, engineer, mathematician, analyse, segregation, racism</p>	<p>Neil Armstrong, Michael Collins and Buzz Aldrin from Year 1. Katherine Johnson (AMERICA) and her achievements (follow on from Year 1 knowledge of those astronauts).</p> <p>Rosa Parks – linked to PSHE and British Values</p> <p>How have these individuals contributed to national and international achievements?</p>

### Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Create Programs</b></p> <p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	
<p><b>iBlog – Digital Literacy</b></p> <p>Lesson 1: iLog In</p> <ul style="list-style-type: none"> <li>To know what a blog is and how it will be used in the classroom</li> <li>To log in to a class blog</li> </ul> <p>Lesson 2: iWrite</p> <ul style="list-style-type: none"> <li>To know how to respond to the writing of others</li> </ul> <p>Lesson 3: iPost</p> <ul style="list-style-type: none"> <li>To know how to post on a blog</li> <li>To know how to respond to someone else's post on the class blog</li> </ul> <p>Lesson 4: iJustify</p>	<p><a href="https://www.icompute-uk.com/members-area/ks1/index.html">https://www.icompute-uk.com/members-area/ks1/index.html</a> and select the Year 2 iBlog unit</p> <p>iBlog In this unit the children will learn that blogs are an online conversation with an audience.</p> <p>They will develop both their writing and digital literacy skills by learning how to craft posts and address questions.</p>

- To explain what you think and why
- Lesson 5: iBlog
- To use a blog to demonstrate and share learning
- Lesson 6: iEvaluate
- To reflect on work and make improvements

Digital Literacy - Knowledge Components					
Working Towards		Meeting		Greater Depth	
Year 2					
Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> <li>↗ you can share links to websites</li> <li>↗ you can go back to the last page you visited</li> <li>↗ you can use websites to find information</li> </ul>	<ul style="list-style-type: none"> <li>↗ use a shared link to find a website</li> <li>↗ move around a website using hyperlinks and the back button with help</li> <li>↗ find answers to questions using information in a website with help</li> </ul>	<ul style="list-style-type: none"> <li>↗ websites have their own address and it's called a URL</li> <li>↗ links can be found online because the cursor changes (e.g. into a hand shape)</li> </ul>	<ul style="list-style-type: none"> <li>↗ enter the address (URL) of a website with support</li> <li>↗ identify some links within web content and move around them with purpose</li> <li>↗ use a range of apps and devices without help</li> </ul>	<ul style="list-style-type: none"> <li>↗ some websites are more useful than others when trying to find something out</li> <li>↗ you need to be careful online and choose appropriate information</li> </ul>	<ul style="list-style-type: none"> <li>↗ choose a website based on how useful it is</li> <li>↗ show you how I found specific information on a website</li> <li>↗ choose carefully the information I get from websites</li> </ul>

### Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 5 – Friendship Song</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<ul style="list-style-type: none"> <li>• <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Start to talk about the style of a piece of music.</b></li> <li>• <b>Recognise</b> some band and orchestral instruments.</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li>• <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> </ul>	<b>Video with QR <a href="https://www.codigos-gr.com/en/qrcode-generator/">https://www.codigos-gr.com/en/qrcode-generator/</a></b>
<b>Notation</b>	
<ul style="list-style-type: none"> <li>• <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</li> </ul>	
<b>Playing Instruments</b>	
<ul style="list-style-type: none"> <li>• <i>Play tuned and untuned instruments musically</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<b>Improvising</b>	

<ul style="list-style-type: none"> <li>• <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</li> </ul>	<p><b>Use Charanga with pupil logins to experiment with the notation maker.</b></p>
<ul style="list-style-type: none"> <li>• <b>Performing</b></li> </ul>	
<p><i>Play tuned and untuned instruments musically</i></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p>	
<ul style="list-style-type: none"> <li>• Talk about what the song means and why it was chosen to share.</li> </ul>	<p><b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b></p>
<ul style="list-style-type: none"> <li>• <b>Vocabulary</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Drums</li> <li>• Bass</li> <li>• Electric guitar</li> <li>• Saxophone</li> <li>• Trumpet</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Improvise</li> <li>• Compose</li> <li>• Audience</li> <li>• Question and answer</li> <li>• Melody</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Perform/performance</li> <li>• Audience</li> <li>• Rap</li> <li>• Reggae</li> <li>• Glockenspiel.</li> </ul>	

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Gymnastic Movements</b>	
<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	
<ul style="list-style-type: none"> <li>• make body curled, tense, stretched and relaxed</li> <li>• control body when travelling and balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, curl, travel and balance in different ways</li> </ul>	
<b>Basic movements and Team Games</b>	
<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	
<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> </ul>	<b>Applying throwing, kicking, running, striking techniques to team games</b> <b>Football, rounders, cricket, hockey</b> <b>Links to Real PE 5</b>
<b>Dance</b>	
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> <li>• perform own dance moves</li> <li>• copy or make up a short dance</li> <li>• move safely in a space</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 5 Applying Physical</b>	
<ul style="list-style-type: none"> <li>• I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</li> </ul>	
<b>Swimming</b>	
<ul style="list-style-type: none"> <li>• start to swim aiming for competency, confidence and proficiency over increasing distance</li> <li>• start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke.</li> <li>• start to show an awareness of safe self-rescue in different water based situations..</li> </ul>	
<b>Nigel Carson Sessions</b>	

**Design Technology**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Food Technology</b>	
<i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from</i>	
<ul style="list-style-type: none"> <li>• weigh ingredients to use in a recipe</li> <li>• describe the ingredients used when making a dish or cake</li> </ul>	<b>Making planet biscuits</b>

PSHE

What I need the children to learn	Possible learning experiences
Relationships	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know that everyone’s family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve-it-together problem-solving methods</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Know what trust is</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify the feelings associated with trust</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul> <p><b>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why ‘worry secrets’ should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p> <p><u>Key vocabulary:</u>            Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate.</p> <p><b>See the link below</b></p>

**Religious Education:**

For this unit there is 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Ideas on how to make the LC challenges more pupil friendly. Such as Can I .....

Please remember this unit runs over summer 1 and Summer 2. You need to plan out your lesson to cover the full 14 weeks.

What I need the children to learn 1.8	Possible learning experiences
<p>How should we care for others, and why does it matter?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Talk about how religions teach that people are valuable, giving simple examples (B1).</li> <li>• Recognise that some people believe God created the world and so we should look after it (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2)</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</li> <li>• Answer the title question thoughtfully, in the light of their learning in this unit (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God’s creation and how each person is special in it).</li> <li>• Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), ‘The good Samaritan’ (Luke 10: 25–37).</li> <li>• Consider the idea that we all have special gifts we can use to benefit others.</li> <li>• Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedakah (charity) in Judaism.</li> <li>• Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area.</li> <li>• Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a ‘Thank you’ tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising</li> </ul>

	<p>event and donate the money to a local charity.</p> <ul style="list-style-type: none"> <li>• Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</li> <li>• Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</li> <li>• Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</li> </ul>
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### **Cayton Creation**

Introduction to transport/space topic with a space day with crafts to make.  
 Trip to either Yorkshire railway museum or Yorkshire air museum.

### **Cayton Conclusion**

Fly me to the Moon Movie afternoon with space themed treats.



## English

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<p>Can I write a descriptive narrative?</p> <p>Can I use adjectives?</p> <p>Can I write for different purposes with an awareness of an increased amount of non-fiction structures?</p> <p>Can I make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils?</p> <p>Can I reread to check that my writing makes sense and that the correct tense is used throughout?</p> <p>Can I proof read to check for errors in spelling, grammar and punctuation (e.g. Can I check that the ends of sentences are punctuated correctly)?</p> <p>Can I write about real events?</p>	<p>Can I complete a Moon walk around the class and orally practice what I see?</p> <p>Can I write a description of the Apollo 11 launch pretending to be one of the astronauts?</p> <p>Can I write a non-fiction piece about the Moon and include facts?</p> <p>Children to make planet biscuits and write instructions?</p>

<p>Can I orally rehearse my sentences for writing?</p>	<p>Children to be video recorded as news reporters reporting on man's first steps on the Moon.</p> <p>Can I look at features of a written news report and write a newspaper report about the first Moon landing?</p> <p>Can I write a persuasive leaflet to attract people to the Moon following the fiction text 'Bob man on the Moon'</p>
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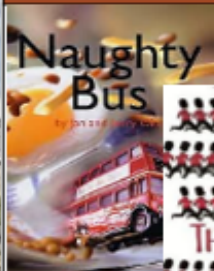

### Mathematics

What I need the children to learn	Possible learning experiences
Compare lengths and heights	
Measure lengths (1)	
Measure lengths (2)	
Measure length (cm)	
Measure length (m)	
Compare lengths	
Order lengths	
Four operations with lengths	


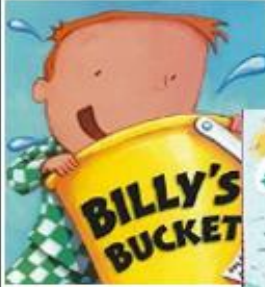
Introduce weight and mass	
Measure mass	
Compare mass	
Measure mass in grams	
Measure mass in kilograms	
Introduce capacity and volume	
Measure capacity	
Compare volume	
Millilitres	
Litres	
Temperature	
Telling time to the hour	
Telling time to the half hour	
O'clock and half past	
Quarter past and quarter to	
Telling time to 5 minutes	
Writing time	
Hours and days	
Find durations of time	
Compare durations of time	



# The Local Area KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books		
<b>street</b>	A public road in a city, town, or village, typically with houses and buildings on one or both sides.	 	 	
<b>road signs</b>	Road sign gives you information, directions to places or warn you of possible dangers.			
<b>office</b>	A building where people work from. Some are large, tall buildings and others are very small.	<p style="text-align: center;"><b>Sticky Knowledge about British villages, towns and cities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A village is usually associated with the countryside and is smaller than a town.</li> <li><input type="checkbox"/> Every street in our country has a name and a post code. The name is usually on a wall or a sign at the beginning of the street.</li> <li><input type="checkbox"/> There are many signs on the roads to help drivers use the highway code properly. There are different shaped signs to help drivers know what to do.</li> <li><input type="checkbox"/> London is our capital city and has a population of more than 8 million.</li> <li><input type="checkbox"/> Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code.</li> <li><input type="checkbox"/> London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.</li> <li><input type="checkbox"/> One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament.</li> </ul>		
<b>supermarket</b>	A place where you buy groceries and other items. They are usually very large with parking space.			
<b>post office</b>	A place where you buy stamps for your letters and can send your letters and parcels.			<b>Major English cities</b>
<b>church</b>	A place of worship normally found in every village, town and city. Mosques and temples are similar places for different religions.			<ul style="list-style-type: none"> <li>• Birmingham</li> <li>• Manchester</li> <li>• Newcastle</li> <li>• Sheffield</li> </ul>
<b>map symbol</b>	A small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.			<b>Attractions of London</b>
<b>address</b>	Locates exactly where someone lives by having the house or flat number, street and town names.			<ul style="list-style-type: none"> <li>• Buckingham Palace</li> <li>• Tower of London</li> <li>• Windsor Castle</li> <li>• The London Eye</li> <li>• London Bridge</li> </ul>
<b>post code</b>	This locates exactly where a street or a place is by using letters and numbers.			
<b>urban</b>	A busy locations which has lots of houses and usually shops and offices.			
<b>rural</b>	It is a location in the country. It is not usually as busy as an urban place.			

# Seaside Study KS1 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<b>cliff</b>	A steep rock face usually at the edge of the sea.		<p style="text-align: center;"><b>Sticky Knowledge about the seaside</b></p>	
<b>rockpool</b>	A pool of water amongst rocks on a beach.	<p><input type="checkbox"/> In the United Kingdom no one lives more than 130Km from the sea.</p>		<p><b>Can you find these well-known seaside resorts on a map?</b></p>
<b>tide</b>	The rise and fall of the sea usually caused by the pull of gravity from the moon and sun.	<p><input type="checkbox"/> Weymouth was the first seaside resort in Britain and was established more than 200 years ago.</p>	<ul style="list-style-type: none"> <li>• Scarborough</li> <li>• Weymouth</li> <li>• Tenby</li> <li>• Blackpool</li> <li>• Poole</li> <li>• Brighton</li> <li>• Newquay in Cornwall</li> <li>• Whitby</li> </ul>	
<b>resort</b>	A seaside resort is a town or place where people go on holiday by the sea.	<p><input type="checkbox"/> The Punch and Judy show became a major attractions at the seaside during the Victorian times.</p>		
<b>beach</b>	A pebbly or sandy shore, between the sea and a higher land place.	<p><input type="checkbox"/> The song 'Oh, I do love to be beside the seaside' was first recorded more than 100 years ago.</p>		
<b>lifeboat</b>	A specially made boat for rescuing people stranded in the sea.	<p><input type="checkbox"/> Most British seaside resorts are famous for their fish and chips which were served in newspapers until the 1980s.</p>		
<b>lighthouse</b>	Usually a tower containing a beacon of light to warn or guide ships at sea.	<p><input type="checkbox"/> Most sandy beaches are well known for children using their bucket and spade to build sandcastles.</p>		
<b>postcards</b>	A card for sending a message to someone without an envelope.	<p><input type="checkbox"/> Coasts have many different features, such as caves, cliffs, mudflats and beaches.</p>		
<b>fairground</b>	An outdoor area where you can ride on various attractions, often by the sea.			
<b>island</b>	A piece of land completely surrounded by sea			
<b>ocean</b>	A large area of salt water between the continents.			

