

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 – SPRING 2



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

September 2023

## Science Driver: Plants and Growth

### Key Enquiry: What plants would 'Little Red Riding Hood' find in Scarborough?

#### Science Driver

Working Scientifically
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> <li>• Why do some trees lose their leaves in Autumn and others do not?</li> <li>• How long are roots of tall trees?</li> <li>• Why do some animals have underground habitats?</li> </ul>
<input type="checkbox"/> Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses
<input type="checkbox"/> Use microscopes to find out more about small creatures and plants
<input type="checkbox"/> Know how to set up a fair test and do so when finding out about how seeds grow best
<input type="checkbox"/> Classify or group things according to a given criteria, e.g. deciduous and coniferous trees
<input type="checkbox"/> Draw conclusions from fair tests and explain what has been found out
<input type="checkbox"/> Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with

What I need the children to learn	Possible learning experiences
<b>Plants</b>	
<i>Plant and seed growth</i> <i>Plant reproduction</i> <i>Keeping plants healthy</i>	
<ul style="list-style-type: none"> <li>• Know and explain how seeds and bulbs grow into plants</li> <li>• Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)</li> </ul>	<b>Analyse bulbs and seeds</b> <b>Plant bulbs and seeds</b> <b>Observe how they grow</b> <b>Cress seeds in the light and dark (some things grow faster in the dark -like bulbs but do not remain healthy)</b> <b>Grow things in different mediums – soil, sand, air, water – compare which grow the best</b>

#### Art

What I need the children to learn	Possible learning experiences
<b>Use colour, pattern, texture, line, form, space and shape</b>	
<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	
<ul style="list-style-type: none"> <li>• choose and use three different grades of pencil when drawing</li> <li>• know how to use charcoal, pencil and pastel to create art</li> </ul>	<b>Use mediums to draw seeds and bulbs</b> <b>Use a viewfinder to concentrate on a small part of flower/bee picture to build a class picture.</b>

<ul style="list-style-type: none"> <li>know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	
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## Computing

What I need the children to learn	Possible learning experiences																														
<p><b>Multimedia Sound and Motion - Using technology</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>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>																														
<p><b>iPub unit – Digital Literacy</b></p> <p>Lesson 1: iFind Out</p> <ul style="list-style-type: none"> <li>To understand the world wide web and how it has developed throughout time</li> </ul> <p>Lesson 2: iTimeline</p> <ul style="list-style-type: none"> <li>To consider how technology changes with time</li> </ul> <p>Lesson 3: iPresent</p> <ul style="list-style-type: none"> <li>To share knowledge through multi-media presentations</li> </ul> <p>Lesson 4: iPlan</p> <ul style="list-style-type: none"> <li>To plan/produce a presentation of research findings</li> </ul> <p>Lesson 5: iRefine</p> <ul style="list-style-type: none"> <li>To create an interactive eBook</li> </ul>	<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 folder and then the iPub unit</p> <p>iPub</p> <p>In this unit the children research the remarkable advances computing and technology has made throughout time.</p> <p>They present their findings and develop digital literacy skills by producing multi-media interactive eBooks.</p>																														
<p><b>Digital Literacy - Knowledge Components</b></p> <table border="1"> <thead> <tr> <th colspan="2">Working Towards</th> <th colspan="2">Meeting</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th colspan="6">Year 2</th> </tr> </thead> <tbody> <tr> <th>Declarative Knowledge</th> <th>Procedural Knowledge</th> <th>Declarative Knowledge</th> <th>Procedural Knowledge</th> <th>Declarative Knowledge</th> <th>Procedural Knowledge</th> </tr> <tr> <td>Pupils understand/know that...</td> <td>Pupils know how to...</td> <td>Pupils understand/know that...</td> <td>Pupils know how to...</td> <td>Pupils understand/know that...</td> <td>Pupils know how to...</td> </tr> <tr> <td> <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> </td> <td> <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> </td> <td> <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> </td> <td> <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> </td> <td> <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> </td> <td> <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> </td> </tr> </tbody> </table>		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>
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## Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
<p><b>Gymnastic Movements</b></p> <p><i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <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>	
<p><b>Basic movements and Team Games</b></p>	

<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>Apply skills learnt in Spring 1 to team games – football, netball, rugby or basketball (invasion)</b> <b>Links to Real PE 4</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 4 Creative</b>	
<ul style="list-style-type: none"> <li>• I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</li> </ul>	
<b>Nigel Carson Sessions</b>	

## Music

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

What I need the children to learn	Possible learning experiences
<b>Unit 4 – I want to play in a band</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>Talk about</b> how the music makes you feel.</li> <li>• <b>Join in</b> sections of the song, eg call and response</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>• Talk about feelings created by the music/song.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> </ul>	<b>Video with QR <a href="https://www.codigos-gr.com/en/qr-code-generator/">https://www.codigos-gr.com/en/qr-code-generator/</a></b>
<ul style="list-style-type: none"> <li>• <b>Notation</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>• Identify hand signals as notation, and recognise music notation on a staff of five lines.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Playing Instruments</b></li> </ul>	
<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, B<math>\flat</math>, C, E and F.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li>• <b>Improvising</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>• 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 graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>• G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</li> <li>•</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<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>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
<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>	

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Healthy Me</b></p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> <li>• Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> </ul> <p><b><u>Sun safety curriculum</u></b></p> <p>Can I begin to become familiar and discuss how to stay safe in the sun?</p> <p>Activity- look at the power point and discuss then each child can design a poster showing different ways that they know to stay safe in the sun.</p> <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><b>Resource links from: Jigsaw</b></p> <p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p> <p><b><u>Key vocabulary:</u></b>          Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p> <p><b>See the link below.</b></p>

<https://jigsawlivescemsuk.blob.core.windows.net/umbraco-media/l5fjlywi/03-ages-6-7-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 6-8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

**Please focus on Judaism (Passover) and Id-UI-Fitr**

What I need the children to learn	Possible learning experiences
<b>1:6</b>	
<p>1:6 How and why do we celebrate special and sacred times. Looking Judaism (Passover) and Id-UI-Fitr</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Describe what happens and what is being celebrated at Eid-ul Fitr(A1)</li> <li>• Describe what happens during Ramadan (A1)</li> <li>• Consider questions such as how might these foods help people remember this festival? (B1)</li> <li>• Think of reasons why some people choose to fast during Ramadan(B1)</li> <li>• Describe the link between a selection of Pesach symbols and the story of Pesach (C1)</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Suggest meanings for some symbols and actions used in religious celebrations, including Passover and Eid-ulFitr (A3).</li> <li>• Identify some similarities and differences between the celebrations studied (B3).</li> <li>• describe items on the seder plate and their meaning (A3)</li> <li>• Describe what happens and what is being celebrated at Eid-ul Fitr(A3)</li> <li>• Describe what happens during Ramadan</li> <li>• Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li> <li>• Explore the meaning and significance of Jewish rituals and practices during each festival.</li> <li>• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</li> <li>• Talk about what the stories and events means for pupils themselves.</li> </ul>

### **Cayton Creation**

Growing afternoon planting seeds/bulbs to grow in different conditions.

### **Cayton Conclusion**

Making potions

### **English**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Can I write simple poetry?	Can I write witch ingredient poems?
Can I use persuasive verbs, time conjunctions, adjectives and adverbs?	Can I write the recipe and instructions for my magical potion?
Can I understand and use command sentences in my instructions?	Can I write descriptive sentences about my potion?
Can I write descriptive sentences?	
Can I write for different purposes?	Can I write up the science investigations including predictions and explain my findings?





## Mathematics


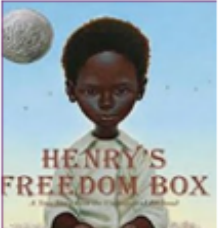
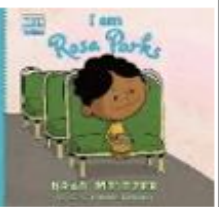


What I need the children to learn	Possible learning experiences
Make equal parts	
Recognise a half	
Find a half	
Recognise a quarter	
Find a quarter	
Recognise a third	
Find a third	
Unit fractions	
Non-unit fractions	
Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	
Find three quarters	
Count in fractions	
Make tally charts	
Draw pictograms (1-1 )	
Interpret pictograms (1-1)	
Draw pictograms (2, 5 and 10)	
Interpret pictograms (2, 5 and 10)	
Block diagrams	



# Year 1: Materials Knowledge Mat

Subject Specific Vocabulary		Materials for clothes		Sticky Knowledge	
<b>materials</b>	What something is made of, e.g. wood or plastic.	<b>1</b>	<b>Leather</b> – used for shoes, jackets and belts.	<b>1</b>	<b>Glass is used for ...</b>
<b>wood</b>	The material that comes from a tree. It varies in hardness.	<b>2</b>	<b>Wool</b> – used for jumpers, socks, pyjamas and coats	<ul style="list-style-type: none"> <li><b>Windows</b> in houses and cars to see through.</li> <li><b>Mirrors</b> – to see yourself – reflection.</li> </ul>	
<b>plastic</b>	A 'man-made' material that can be shaped or moulded to any shape.	<b>3</b>	<b>Cotton</b> – used for clothes we wear on warmer days and shirts.		
<b>metal</b>	A tough and strong material which can be heated and shaped into anything.	<b>4</b>	<b>Silk</b> – expensive material used for scarves and blouses	<b>2</b>	<b>Metal is used for ...</b>
<b>liquid</b>	Liquids can flow and take on the shape of their container.			<ul style="list-style-type: none"> <li><b>Strength</b> – in construction of planes, cars and trains and especially tall buildings.</li> </ul>	
<b>gas</b>	We can't see gas but it is all around us. There are different types of gas.				
<b>stretch</b>	A stretchy material is one that is like elastic.	<b>3</b>	<b>Wood is used for ...</b>	<ul style="list-style-type: none"> <li><b>Doors</b> – most doors are made from wood.</li> <li><b>Furniture</b> – most furniture is made of wood, often special wood.</li> </ul>	
<b>stiff</b>	A stiff material is firm and hard and not flexible.				
<b>bend</b>	A bendy material is one that can be twisted and is flexible.				
<b>waterproof</b>	A material that does not allow water or liquid through.	<b>4</b>	<b>Plastic is moulded or shaped ...</b>	<ul style="list-style-type: none"> <li>to form any shape from buckets to animal jelly casts.</li> </ul>	
<b>shiny</b>	A shiny material is sparkly or glossy and sometimes glittery.				

# Famous people : KS1 Knowledge Mat

Subject Specific Vocabulary					Exciting Books			
<b>discrimination</b>	Unfair treatment of people because of their colour, age, religion, disability or sex.	<h3 style="text-align: center;">Sticky Knowledge about Famous people</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rosa Parks fought for the rights of black people in the USA. She became very well-known for not giving up her seat to a white person on a bus.</li> <li><input type="checkbox"/> Nelson Mandela fought for the rights of black people in South Africa. He became very famous in the end for his determination to protest non-violently.</li> <li><input type="checkbox"/> Emmeline Pankhurst was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote.</li> <li><input type="checkbox"/> Florence Nightingale was known as 'the lady with the lamp'. She helped to ensure that hospitals were clean places and helped to reduce infections in hospitals.</li> <li><input type="checkbox"/> Malala Yousafzai was shot because she stood up for the right of women and girls to receive education in Afghanistan.</li> </ul>			 HENRY'S FREEDOM BOX	 I am Rosa Parks		
<b>disability</b>	A physical or mental condition that limits a person's movements, senses, or activities.				 Cameron Can Too	 THE SKIN I'M IN		
<b>famous</b>	Someone who is known about by many people.				<b>More famous British people to find out about</b>			
<b>racism</b>	Treating someone unfairly because of the belief that their race, religion or beliefs are not as good as yours.				Grace Darling			
<b>chronological</b>	Arranging something by the order they occurred in time.				William Shakespeare			
<b>inclusion</b>	To include someone within your group however different they may seem.				Charles Dickens			
<b>protest</b>	To take action to show disapproval or objection to something.				John Lennon			
<b>equality</b>	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.				Elizabeth the First			
<b>courageous</b>	If you are a courageous person, you face danger or stand up against the odds without flinching.				Sir Isaac Newton			

