

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 - AUTUMN 1



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

September 2023

## History Driver: Beyond Living Memory

### Key Enquiry: What was Scarborough like during the Victorian period?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>Beyond Living Memory</b>	
<i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>	
<p>Can I learn about events that happened long ago, even before my recent ancestors were born? Can I understand some similarities and differences between ways of life at different times?</p> <p>Do I know that children's lives today are different to those of children a long time ago?</p> <p>Do I know why Grace Darling was significant and how her rescue impacted lighthouse development?</p> <p>Can I understand how the government make decisions and the role of the Queen in this? Who is the Prime Minister and what is their role and the role of Parliament?</p> <p><b>Skills</b>  <b>Plot</b> significant people, changes and events on a timeline- where would they go?</p> <p><b>Compare</b> and order events and artefacts from home life in Victorian era, investigating how things were very different a long time ago. Build on knowledge from Year 1.</p> <p><b>Key Vocabulary for this unit-</b> Government, vote, monarchy, parliament, prime minister, oil lamps, mangle</p>	<p>Learn about Grace Darling and her rescue mission and how this impacted lighthouse development.            Know about what we use today instead of older artefacts household and school artefacts. (Ryedale Folk museum) Understand what lighthouses were used for and how they have changed (compare with 100 years ago).</p> <p>Study types of jobs children did in Victorian times and the difference between rich and poor families and boys and girls. Life in Victorian workplaces. Similarities and differences with our ways of life.</p> <p>Recap of Queen Victoria being powerful (the Queen mentioned in Year 1 as being important and powerful) but introduce the idea that the government make decisions.</p>
<b>Local History</b>	
<i>Significant historical events, people and places in their own locality</i>	
<p>Do I know how the local area is different to the way it used to be a long time ago? Do I know what we use today instead of older given artefacts?</p>	<p>Learn about how our local beaches were used years ago and how they have changed.</p>

<p>Do I understand how seaside holidays were different in Victorian times?</p> <p>Do I understand why our local lighthouses were put in place?</p> <p><b>Skills</b>  <b>Differentiate</b> between things that were here 100 years ago and things that were not (e.g. bathing machines in the past vs now).  <b>Compare</b> holidays from the past in Scarborough and changes and similarities.</p> <p><b>Key Vocabulary for this unit-</b> Government, vote, monarchy, parliament, prime minister, oil lamps, mangle</p>	<p>Compare Scarborough holidays/beach now to the past (Victorian Times).          Ryedale Folk museum trip linked to children's lives (at school) and in their homes.</p>
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## Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Safe use</b>  <b>Technology in our lives – Uses of IT beyond school</b></p> <p><i>National Curriculum Objectives - Pupils should be taught to:</i>  <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p> <p><i>Recognise common uses of information technology beyond school</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><u>iSafe unit – Digital Literacy</u></b></p> <p>Lesson 1: iDetail</p> <ul style="list-style-type: none"> <li>To understand what personal information means</li> <li>To understand that personal information is unique to themselves</li> <li>To understand that personal information should only be given to a trusted adult</li> </ul> <p>Lesson 2: iCarnival</p> <ul style="list-style-type: none"> <li>To understand that not everyone you meet is trustworthy</li> <li>To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe</li> </ul> <p>Lesson 3: iGame</p> <ul style="list-style-type: none"> <li>To understand some of the qualities that makes a person trustworthy</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 iSafe unit.</p> <p>iSafe          eSafety issues are embedded and flagged throughout our lessons.</p> <p>This unit uses Think U Know's resources. It is provided for schools that would like to also cover eSafety discretely. The unit helps children understand the risks associated with sharing personal information online and how to make informed choices.</p>

<ul style="list-style-type: none"> <li>To know when it is wise to turn to a trusted adult for help</li> </ul> <p>Lesson 4: iInfo</p> <ul style="list-style-type: none"> <li>To understand that emotions can be a tool to help judge unsafe situations</li> <li>To know how physical sensations can alert us to unsafe situations</li> </ul> <p>Lesson 5: iHero</p> <ul style="list-style-type: none"> <li>To understand the importance of checking with an adult before participating in an online environment</li> <li>To begin to be open with trusted adults about online experiences</li> </ul>	
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<b>Coding – Algorithms Programming</b>	
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<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Understand what algorithms are; how they are implemented as programs on digital devices</i></p> <p><i>To create and debug simple programs</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>
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<p><b><u>iProgram unit 1 – Computer Science</u></b></p> <p>Lesson 1: iSequence</p> <ul style="list-style-type: none"> <li>To understand that an algorithm is a process that consists of a series of steps that achieves a specific goal</li> <li>To understand algorithms can describe everyday activities and can be followed by humans and computers</li> </ul> <p>Lesson 2: iInstruct</p> <ul style="list-style-type: none"> <li>To understand that algorithms are made up of steps</li> <li>To know that steps can be repeated</li> <li>To understand that computers need more precise instructions than humans do</li> </ul> <p>Lesson 3: iMonster</p> <ul style="list-style-type: none"> <li>To use digital drawing tools (Scratch) to create images</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 iProgram unit 1</p> <p>There are 6 lessons in this unit. 3 lessons to be completed during Autumn 1 and 3 lessons to be completed in Autumn 2.</p>
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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>programming applications (e.g. Scratch) can be given commands to produce specific effects</li> </ul>	<ul style="list-style-type: none"> <li>produce a command that achieves a simple effect (e.g. movement)</li> <li>plan and give direct instructions to make things happen (e.g. playing robots)</li> </ul>	<ul style="list-style-type: none"> <li>an algorithm is a set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>produce a sequence of instructions that result in planned outcomes</li> <li>program a short a sequence of commands that results in a planned effect</li> <li>program and test a simple program</li> <li>create algorithms to solve simple problems</li> </ul>	<ul style="list-style-type: none"> <li>computers follow algorithms and they are implemented as programs</li> </ul>	<ul style="list-style-type: none"> <li>predict the behaviour of simple algorithms and programs</li> <li>program a short sequence of commands, with repetition (loops) that results in a planned effect</li> <li>debug simple programs by correcting mistakes when things do not go as planned</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>plan and perform a sequence of movements</li> <li>improve sequence based on feedback</li> <li>think of more than one way to create a sequence which follows some 'rules'</li> </ul>	<b>Real Gym x1 session – Personal Unit</b>
<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>	<b>Nigel Carson Basic movements and team games</b>
<ul style="list-style-type: none"> <li>use hitting, kicking and/or rolling in a game</li> <li>decide the best space to be in during a game</li> <li>use a tactic in a game</li> <li>follow rules</li> </ul>	
<b>Dance</b>	
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> <li>change rhythm, speed, level and direction in dance</li> <li>make a sequence by linking sections together</li> <li>use dance to show a mood or feeling</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 1 Personal</b>	<b>Real PE Unit 1 personal x 6 weeks</b>
<ul style="list-style-type: none"> <li>I try several times if at first I don't succeed and I ask for help when appropriate.</li> </ul>	
<b>Nigel Carson Sessions</b>	

## Art & Design

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Using Materials</b>	
<i>Use a range of materials creatively to design and make products</i>	
<ul style="list-style-type: none"> <li>Create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>know how to make a clay pot and know how to join two clay finger pots together</li> <li>Shape prints— adding colour Use digital images and combine with other media in artwork. Use IT to create art that includes my own work and that of others</li> </ul>	<b>Firework printing pictures</b>  Plan and Make a Victorian tile with a lighthouse design to link to history of lighthouses. Join parts of the tile using a clay slip. Paint to decorate. Know how to use different effects within an IT package. <b>William Morris</b>

## Music

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

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
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<b>Unit 1 – Exploring simple patterns - How does music help us to make friends?</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>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> <li>• Listen together and find the beat of the music</li> <li>• Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song</li> <li>• Explore an understanding of the musical concepts related to the song and how they fit</li> <li>• Try to use musical language when describing the music</li> <li>• What else did you find out about the song?</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>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about - is there a story?</li> <li>• Follow a leader</li> <li>• Incorporate any actions from the song</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>
• <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>• To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt</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>• To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt</li> <li>• To play and perform an instrumental part by ear or from standard notation crotchets</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li>• Improvising</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>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> </ul>	
<ul style="list-style-type: none"> <li>• Composing</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>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<ul style="list-style-type: none"> <li>• Performing</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>• Share a performance of the learning that has taken place in the classroom</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
<ul style="list-style-type: none"> <li>• Vocabulary</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> </ul>	

<ul style="list-style-type: none"> <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>	
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## PSHE

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Being Me In My World</b></p>	<p><b>Resource links from: Jigsaw</b></p>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <i>Identifying hopes and fears for the year ahead</i></li> <li>• <i>Understand the rights and responsibilities of class members</i></li> <li>• <i>Know that it is important to listen to other people</i></li> <li>• <i>Understand that their own views are valuable</i></li> <li>• <i>Know about rewards and consequences and that these stem from choices</i></li> <li>• <i>Know that positive choices impact positively on self-learning and the learning of others</i></li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Recognise own feelings and know when and where to get help</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> </ul> <p>Recognise the feeling of being worried</p> <ul style="list-style-type: none"> <li>• Be able to work cooperatively</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>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their PSHE Book and make the Jigsaw Charter.</p> <p><b><u>Key Vocabulary:</u></b>  Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,  Co-Operate, Problem-Solving</p> <p><b>See below for the link.</b></p>

<https://jigsawlivescmsguk.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 8-10 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 Can I .....

What I need the children to learn	Possible learning experiences
<b>L:4</b>	
<p>How can we learn from sacred Books?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Talk about some of the stories that are used in religion and why people still read them (A2).</li> <li>• Some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</li> <li>• Make links between the messages within sacred texts and the way people live (A2).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.</li> <li>• Introduce the Bible as a sacred text for Christians.</li> <li>• Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh.</li> <li>• Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all ages; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.</li> <li>• Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10).</li> <li>• Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. Jonah (Book of Jonah).</li> <li>• Explore stories about Prophet Muhammad e.g. ‘Muhammad and the rebuilding of the Ka’aba’).</li> <li>• Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.</li> </ul>

## Cayton Creation

Would normally be a visit to Flamborough lighthouse and beach. (due to covid-19 not able this year)  
Making Victorian tiles with clay and painting.

## Cayton Conclusion

Ryedale Folk museum visit

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Reading</b></p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>	
<p><b>Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?</b>  <b>Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?</b>  <b>Can I accurately read most words of two or more syllables?</b>  <b>Can I read most words containing common suffixes.*?</b>  <b>Please also see Phonics Progression Mapping Cayton School 2020</b></p> <p><b>Can I read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word?</b> Can I read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation?  <b>Can I reread these books to build up fluency and</b></p>	<p><b>VIPERS</b></p> <p><b>Reading Spine- Famous Five – Archaic</b></p>

<p>confidence in word reading?</p> <p>Can I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts?</p> <p>Can I show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher?</p> <p>Can I check that the text makes sense to me as I read and to correct inaccurate reading? Can I participate in discussion about books, poems and other works that are read to me (at a level beyond at which they can read independently) and those that I can read for myself, explaining my understanding and expressing my views?</p> <p>Can I become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales?</p> <p>Can I discuss the sequence of events in books and how items of information are related?</p> <p>Can I recognise simple recurring literary language in stories and poetry?</p> <p>Can I ask and answer questions about a text?</p> <p>Can I make links between the text I am reading and other texts I have read (in texts that they can read independently)? Can I discuss and clarify the meanings of words, linking new meanings to known vocabulary?</p> <p>Can I discuss my favourite words and phrases?</p> <p>Can I make inferences on the basis of what is being said and done?</p> <p>Can I predict what might happen on the basis of what has been read so far in a text?</p> <p>Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear?</p> <p>Can I recognise that non-fiction books are often structured in different ways?</p>	
<b>Text and Composition</b>	
<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>	
<p>Can I write narratives about personal experiences and those of others (real and fictional)?</p> <p>Can I write about real events?</p> <p>Can I write simple poetry?</p> <p>Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary?</p> <p>Can I encapsulate what I want to say, sentence by sentence?</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><b><u>Autumn 1</u></b>  <b>Instruction writing- non-fiction</b>  <b>Audience- Children</b></p> <p><b><u>Reading Spine/Class Novel- Famous Five</u></b>  <b><u>Archaic Language</u></b></p>

<p>Can I reread to check that my writing makes sense and that the correct tense is used throughout?</p> <p>Can I proofread 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 for different purposes with an awareness of an increased amount of fiction and non-fiction structures?</p> <p>Can I use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences?</p> <p>Can I read aloud what I have written with appropriate intonation to make the meaning clear?</p>	
<p><b>Grammar</b></p>	
<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn</p>	
<p>Can I use the present tense and the past tense mostly correctly and consistently?</p> <p>Can I form sentences with different forms: statement, question, exclamation, command?</p> <p>Can I use some features of written Standard English?</p> <p>Can I using co-ordination (or/and/but)?</p> <p>Can I use some subordination (when/if/ that/because)?</p> <p>Can I use expanded noun phrases to describe and specify (e.g. the blue butterfly)?</p> <p>Can I use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions?</p> <p>Can I recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma?</p>	
<p><b>Spellings and Handwriting</b></p>	
<p>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	
<p><b>Spellings</b></p>	

Can I segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others?

Can I recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight)?

Can I apply further Y2 spelling rules and guidance\*, which includes:

- the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
- the /r/ sound spelt 'wr' (e.g. write, written);
- the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);
- the /aɪ/ sound spelt -y (e.g. cry, fly, July);
- adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);
- adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;
- adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);
- adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
- the /ɔ:/ sound (or) spelt 'a' before 'i' and 'l' (e.g. ball, always);
- the /ɒ/ sound spelt 'o' (e.g. other, mother, brother);
- the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
- the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
- the /s:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
- the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);

the /ʒ/ sound spelt 's' (e.g. television, usual).

Can I spell most Y1 and Y2 common exception words correctly?

Can I add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly?

Can I spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll?

Can I learn the possessive singular apostrophe (e.g. the girl's book)?

Can I write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far?

Can I segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words?

Can I self-correct misspellings of words that I have been taught to spell (this may require support to recognise misspellings)?

### **Handwriting**

Can I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters?

Can I form lower case letters of the correct size, relative to one another?

Can I use spacing between words that reflects the size of the letters?

Please also follow Cayton School Letter Join

Can I begin to use the diagonal and horizontal strokes needed to join letters?

## Mathematics

What I need the children to learn	Possible learning experiences
<p>Count objects to 100 and read and write numbers in numerals and words</p> <p>Represent numbers to 100</p> <p>Tens and ones with a part-whole model</p> <p>Tens and ones using addition</p> <p>Use a place value chart</p> <p>Compare objects</p> <p>Compare numbers</p> <p>Order objects and numbers</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p>	

What I need the children to learn	Possible learning experiences
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Fact families – addition and subtraction bonds to 20

Check calculations

Compare number sentences

Related facts

Bonds to 100 (tens)

Add and subtract 1s

10 more and 10 less

Add and subtract 10s

Add by making 10

Add a 2-digit and 1-digit number – crossing ten

Subtraction – crossing 10

Subtract a 1-digit number from a 2-digit number – crossing ten

Add two 2-digit numbers – not crossing ten – add ones and add tens

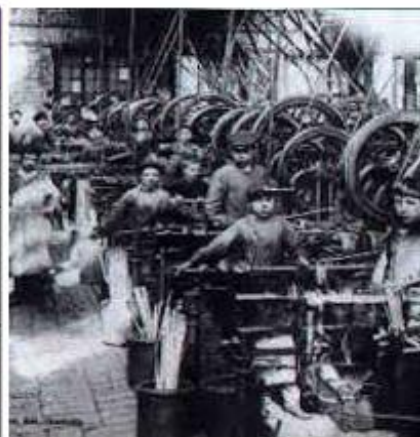
Add two 2-digit numbers – crossing ten – add ones and add tens





# Beyond Living Memory: KS1 Knowledge Mat

Subject Specific Vocabulary	
<b>gramophone</b>	A gramophone is an old type of record player. A gramophone plays records.
<b>wireless</b>	The earliest form of radios. The word radio replaced wireless around the 1920s.
<b>quilt</b>	A quilt is the name given to a warm and heavy covering put on a bed. Today we use a duvet.
<b>penny farthing</b>	This was one of the earliest bicycles. It had one large and one small wheel.
<b>farthing</b>	A farthing was a coin. It was worth a quarter of an old penny. Four farthings made an old penny.
<b>washing dolly</b>	A washing dolly was historically a tool used for tossing laundry by pumping the dolly up and down on the laundry in the dolly tub.
<b>charabanc</b>	A type of horse-drawn vehicle or early motor coach, usually open-topped.
<b>workhouse</b>	This was the home to many orphaned or sick children. It was also home to poor people without a job.
<b>gruel</b>	Gruel is a food consisting of some type of cereal—oat, wheat or rye flour, or rice—boiled in water or milk.



## Exciting Books




## Sticky Knowledge about history beyond living memory

- Workhouses were unpleasant places where orphaned children or abandoned children lived. It was also the home to mentally ill or very poor people.
- There were no televisions or electronic games 100 years ago. There were very few books as well and very few poor children would know how to read.
- About 100 years ago most children would have been working in a full-time job by the time they were 12 years old.
- The most popular games played by children 100 years ago were marbles, hopscotch, blind man's bluff and blow football.
- Over a 100 years ago there would not have been any take-away food places. However, fish and chip shops first opened about 150 years ago.

