

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 2 – SPRING 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

Geography Driver: Non-European Contrast

Key Enquiry: Would you prefer to live in Scarborough or Kenya?

Geography Driver

What I need the children to learn	Possible learning experiences		
Place Knowledge			
<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i>			
<ul style="list-style-type: none"> • Know the main differences between a place in England and that of a small place in a non-European country (South Africa) • Can I explore the differences of physical geography in the UK and South Africa? • Can I locate significant physical features in South Africa? • Can I explore tourism and explain why people visit South Africa? 	<p>Look at how schools differ in South Africa to the UK</p> <p>Look at how a child's life differs in South Africa from that in the UK.</p> <p>Links to Anna Hibiscus story</p> <p>Handa's surprise</p> <p>Google Earth study</p> <p>Virtual Safari</p>		
Human and Physical Geography			
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></td> <td style="width: 50%;"><i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</i></td> </tr> </table>	<i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>	<i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</i>	
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<ul style="list-style-type: none"> • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Can I compare different weathers from around the world and recognise patterns in location? • Can I explore seasonal patterns in weather in two countries? 	<p>Make own maps using vocabulary to label landscapes</p> <p>Globe work: reference to South Africa.</p> <p>Local walk to Cayton Bay – identifying the features</p>		

Computing

What I need the children to learn	Possible learning experiences
Multimedia Sound and Motion – Using Technology	
<i>National Curriculum Objectives - Pupils should be taught to:</i>	
<i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	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).

<p><u>iAnimate unit – Information Technology</u></p> <p>Lesson 1: iFlip</p> <ul style="list-style-type: none"> To understand what an animation is To understand the premise of a stop-frame animation <p>Lesson 2: iDesign</p> <ul style="list-style-type: none"> To understand that an animation consists of characters, a stage, props, sound, text and a story <p>Lesson 3: iStoryboard</p> <ul style="list-style-type: none"> To understand the importance of a storyboard in the story planning process To create their own storyboard <p>Lesson 4: iScript</p> <ul style="list-style-type: none"> To understand that animations need to be scripted To create a storyboard <p>Lesson 5: iCreate</p> <ul style="list-style-type: none"> To understand that stop-frame animations involve physical characters, settings and props To work collaboratively in a group to achieve a common goal <p>Lesson 6: iFilm</p> <ul style="list-style-type: none"> To create a stop-motion animation 	<p>https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 2 – iAnimate unit</p> <p>iAnimate</p> <p>In this unit, the children explore stop frame animation through story telling.</p> <p>Spring 1 has 5 weeks – please join 2 sessions together.</p> <p>The children will explore creating narratives and combining them with images to make their own short animated scenes.</p>

Digital Media					
Working Towards		Meeting		Greater Depth	
<p>Declarative Knowledge Pupils understand/know that...</p> <ul style="list-style-type: none"> you can correct mistakes using a computer you can show people things using a computer you need to save your work to go back to it later 	<p>Procedural Knowledge Pupils know how to...</p> <ul style="list-style-type: none"> move around a screen or document with help make things using a computer (e.g. draw a picture) save my work 	<p>Declarative Knowledge Pupils understand/know that...</p> <ul style="list-style-type: none"> you can delete words you can use a computer to present your work there are different tools you can use for different purposes you can save different versions of your work text can be different colours and sizes multimedia includes, audio, text and images images, audio and text cannot always be used without permission 	<p>Procedural Knowledge Pupils know how to...</p> <ul style="list-style-type: none"> navigate a document using arrow keys and a mouse use the backspace button and the delete button to remove text use tools to create simple presentations that communicate something locate, edit and save different versions of their work 	<p>Declarative Knowledge Pupils understand/know that...</p> <ul style="list-style-type: none"> you can make things that combine audio, text and images images, audio and text found online does not belong to me text can be different colours, sizes and styles can be changed IT can be used to communicate ideas by combining digital media 	<p>Procedural Knowledge Pupils know how to...</p> <ul style="list-style-type: none"> create something that combines words, images and sound talk about the particular effects that combining digital media may have

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

What I need the children to learn	Possible learning experiences
Gymnastic Movements	
<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	Unit 3 – Cognitive 6 x Gym Lessons
<ul style="list-style-type: none"> make body curled, tense, stretched and relaxed control body when travelling and balancing copy sequences and repeat them roll, curl, travel and balance in different ways 	

Basic movements and Team Games	
<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"> • throw underarm • throw and kick in different ways 	
Dance	
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> • perform own dance moves • copy or make up a short dance • move safely in a space 	African dance
Real P.E.	
Unit 3 Cognitive	
<ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. 	
Nigel Carson Sessions	

Music

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

What I need the children to learn	Possible learning experiences
Unit 3 – I want to play in a band	
Listening and Appraise Music (Musicianship)	
<ul style="list-style-type: none"> • <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> 	
<ul style="list-style-type: none"> • Find different steady beats. • Describe tempo as fast or slow. 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> 	
<ul style="list-style-type: none"> • Sing to communicate the meaning of the words. • Add actions to a song. 	Video with QR https://www.codigos-gr.com/en/qr-code-generator/
Notation	
<ul style="list-style-type: none"> • <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> 	
<ul style="list-style-type: none"> • Identify hand signals as notation, and recognise music notation on a staff of five lines. 	
Playing Instruments	
<ul style="list-style-type: none"> • <i>Play tuned and untuned instruments musically</i> 	
<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	Glockenspiels and bars as a whole class
Improvising	

<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A 	
<ul style="list-style-type: none"> Composing 	
<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<ul style="list-style-type: none"> Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) 	<p>Use Charanga with pupil logins to experiment with the notation maker.</p>
<ul style="list-style-type: none"> Performing 	
<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"> Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. 	<p>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</p>
<ul style="list-style-type: none"> Vocabulary 	
<ul style="list-style-type: none"> Keyboard Drums Bass Electric guitar Saxophone Trumpet Pulse Rhythm Pitch Improvise Compose Audience Question and answer Melody Dynamics Tempo Perform/performance Audience Rap Reggae Glockenspiel. 	

Art

What I need the children to learn	Possible learning experiences
<p>Range of artists</p>	
<p><i>Study a range of artists, craft makers and designers</i></p>	
<ul style="list-style-type: none"> suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist know how to create brown with paint know how to create tints with paint by adding white and know how to create tones with paint by adding black know how to create a range of materials to create a collage on fabric 	<p>Esther Mahlangu Create landscapes of Africa Look at shape of green and brown for backdrop and look at shape: triangles, ovals, stripes. Look closely at patterns on different animals and try to create these for the animals.</p>

PSHE

What I need the children to learn	Possible learning experiences
Dreams & Goals	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling <p><u>Water Safety Curriculum</u> Can I become familiar with how to stay safe around the water? Power point Scenarios about water safety</p> <p>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).</p>	<p>In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p> <p><u>Key vocabulary:</u> Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p> <p>See the link below</p>

<https://jigsawlivesetcmsuk.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 10 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

What I need the children to learn	Possible learning experiences
1:3	

<p>Who is Jewish and what do they believe?</p> <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 	<ul style="list-style-type: none"> • Discuss what precious items they have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people. • Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in children’s own lives; learn about the festival of Chanukah the stories and meanings associated with it; find out about how the 9-branched Chanukiah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.
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Cayton Creation

African dancers to come in to school when out of Covid or an African crafts and dance themed afternoon.

Cayton Conclusion

Watch Madagascar or Lion King.

English

What I need the children to learn	Possible learning experiences
Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary?	Introduce The letter from Red crayon in The Day the Crayons Quit story.
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?	Children to write a word bank of shared adjectives and nouns about other crayons. What they feel and what do they colour in mostly. Increase knowledge of powerful words by sharing.
Can I write narratives about personal experiences and those of others (real and fictional)?	Children to write letters from the other crayons in the story without actually reading the story till the end.
Can I continue to say my sentence aloud, use finger spaces and form my letters in the correct	Can I write speech bubbles between classroom objects?





<p>orientation and size?</p> <p>Can I increase my vocabulary and use powerful verbs?</p> <p>Can I write for different purposes and audiences?</p> <p>Can I write for different purposes with an awareness of an increased amount of non-fiction structures?</p> <p>Can I use when, where, who, what and why to build my story starter?</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 inverted commas in speech between two characters?</p>	<p>Introduce Anna Hibiscus story to explore powerful verbs acting them out.</p> <p>Can I write a persuasive leaflet to attract visitors to Kenya?</p> <p>Can I research about an African animal and make a power point presentation? Can I include some non-fiction features and computing features?</p> <p>Can I orally retell the Chinese New Year story using puppet masks?</p> <p>Can I write my own Chinese New Year story and include some appropriate conjunctions and speech between two characters?</p>
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Mathematics

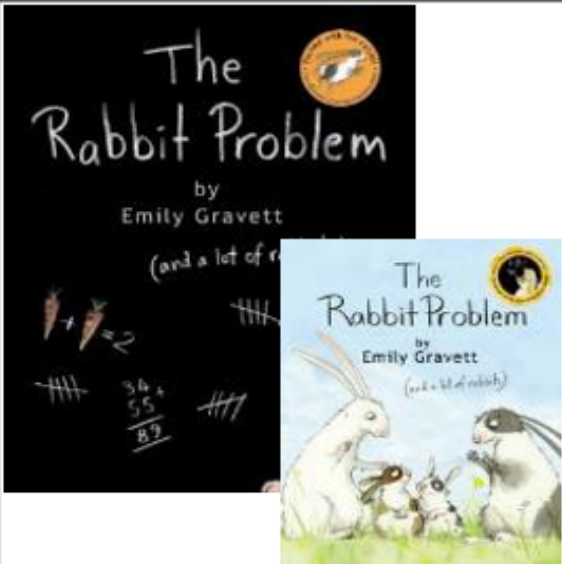
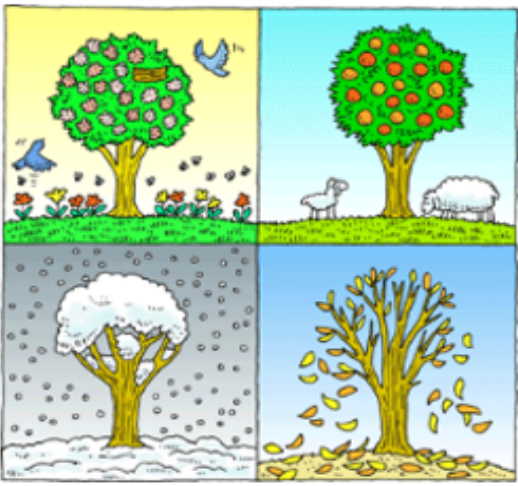

What I need the children to learn	Possible learning experiences
Make equal groups	
Add equal groups	
Make arrays	

Recognise equal groups	
Make equal groups	
Add equal groups	
Multiplication sentences using the \times symbol	
Multiplication sentences from pictures	
Use arrays	
Make doubles	
2 times-table	
5 times-table	
10 times-table	
Make equal groups – sharing	
Make equal groups – sharing	
Make equal groups – grouping	
Make equal groups – grouping	
Divide by 2	
Odd & even numbers	
Divide by 5	
Divide by 10	

Hot and Cold Places KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books	
North Pole	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.	 	
South Pole	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.		
Equator	An imaginary line around the centre of the Earth. It is very hot at the Equator. It divides the Earth into the north and south hemispheres.		
Meerkats	Animals that are often found in dry places like deserts. They belong to the mongoose family.	Sticky Knowledge about Hot and Cold places	
Penguins	A large seabird that cannot fly. Found in the South Pole. There are many types with the most famous probably being the Emperor penguin.	<input type="checkbox"/> Not all deserts are covered by sand. Only 20% of all deserts are covered with sand.	
Polar Bears	A large, white Arctic Bear found in the North Pole. It is one of the most popular animals in the world.	<input type="checkbox"/> During the South Pole winter (mid March to mid September) it is dark all the time. During the summer it is light all the time.	
desert	A desert is a very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.	<input type="checkbox"/> Even though we think they should be, not all deserts are hot. Two of the world's biggest deserts are in the North and South Poles.	
hemisphere	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.	<input type="checkbox"/> Polar bears and penguins are able to keep warm because they have blubber inside their skins.	
humid	When there is a lot of moisture in the air it is said to be humid. Hot countries are often very humid.	<input type="checkbox"/> The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica	
scorching	To burn slightly or to cause a change in colour because of the heat.	<input type="checkbox"/> Hot deserts are usually very hot during the day but can get very cold at night. Some hot deserts can reach freezing point at night.	
camouflage	When an animal's markings help it to blend in with its environment.	<input type="checkbox"/> Despite the low temperatures over 4 million people live in the polar regions.	
		Animals that live in the polar regions	
		<ul style="list-style-type: none"> • penguins • polar bears • Arctic foxes • seal • reindeer • walrus 	
		Animals that live close to the equator	
		<ul style="list-style-type: none"> • meerkats • lizards • scorpions • coyotes • camels 	

Year 1: Seasonal Change Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about seasonal change
Autumn	The time of year between September and November. Many leaves fall off the trees.		<p>Sticky Knowledge about seasonal change</p> <ul style="list-style-type: none"> <input type="checkbox"/> In the UK we have four seasons: spring, summer, autumn and winter. Summer is the hottest season and winter the coldest. <input type="checkbox"/> Spring starts when the day and night are the same length (usually 21st March. However, many say that Spring starts on March 1st). <input type="checkbox"/> In summer the longest day of the year is around June 21st and in winter the shortest day of the year is usually December 21st. <input type="checkbox"/> When we have our summer it is winter in the southern hemisphere. When we have our winter Australia has its summer. <input type="checkbox"/> In the USA and many other countries the season 'Autumn' is known as the 'Fall'. This is because so many leaves fall from the trees in Autumn. <input type="checkbox"/> Seasons change throughout the year because of the way the Earth travels around the Sun.
Spring	The time of year between March and May. There is usually lots of signs of new growth in Spring.		
Summer	The hottest season in the UK. It happens between June and August. The longest day is June 21 st .		
Winter	The coldest season in the UK. We can have snow in this season. It occurs between December and February.		
Fall	The name given to the Autumn season by Americans. It is because so many leaves fall off the trees.		
weather	Weather is what the sky and the air outside are like, such as cold and cloudy.		
temperature	It is measurement of hot or cold that can be measured using a thermometer.		
thermometer	This is the instrument that measures the temperature.		
weather symbol 	These are signs used to help us understand more about our daily weather.		
deciduous	Deciduous trees are trees that shed their leaves once a year, usually during the season of autumn.		
coniferous	Most conifers are evergreens, or trees that keep their leaves year-round.		

