

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 – SPRING 1



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

September 2021

## 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		
<b>Place Knowledge</b>			
<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"> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>	<p><b>Look at how schools differ in Kenya to the UK</b></p> <p><b>Look at how a child's life differs in Kenya from that in the UK.</b></p> <p><b>Links to Anna Hibiscus story</b></p> <p><b>Handa's surprise</b></p> <p><b>Google Earth study</b></p> <p><b>Virtual Safari</b></p>		
<b>Human and Physical Geography</b>			
<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"> <li>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> </ul>	<p><b>Weather charts comparison of UK and Kenya</b></p> <p><b>Using vocabulary to label landscape of UK/ Kenya</b></p> <p><b>Globe work</b></p> <p><b>Labelling different landscapes</b></p> <p><b>Local walk to Cayton Bay – identifying the features</b></p>		

#### Computing

What I need the children to learn	Possible learning experiences
<b>Create programs</b>	
<i>Pupils should be taught to create and debug simple programs</i>	
<ul style="list-style-type: none"> <li>write a simple program and test it</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 – 2.2.4 – 2.2.6 (3 sessions).</p>
<b>Reasoning</b>	
<i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>	<p>Make Power-points about African animals learn to add features to slides, save and retrieve files</p>

<ul style="list-style-type: none"> <li>predict what the outcome of a simple program will be (logical reasoning).</li> </ul>	Cover within iProgram as above.
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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
<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>Basic skills in running, throwing, jumping and catching</b> <b>Links to Real PE 3</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>African dance</b>
<b>Real P.E.</b>	
<b>Unit 3 Cognitive</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

New published Music Scheme to arrive shortly but in the meantime please access <https://www.bbc.co.uk/teach/ks1-music/zbcjscw> for music ideas for Key Stage 1.

What I need the children to learn	Possible learning experiences
<b>Singing</b>	
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> <li>make different sounds with voice and with instruments</li> <li>follow instructions about when to play and sing</li> </ul>	<b>Use instruments to make African music. Learn about African instruments. Children to follow written musical notations. Learn the names of notes eg quaver, crotchet etc and write their own music. Play together in partners in time reading the music together.</b>
<b>Listening and appreciate</b>	

<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<b>Listen to Peter and the Wolf representing an English woodland draw what they hear.</b>
<ul style="list-style-type: none"> <li>• make connections between notations and musical sounds</li> </ul>	

## Art

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

## PSHE

What I need the children to learn	Possible learning experiences
<b>Dreams &amp; Goals</b>	<b>Resource links from: Jigsaw</b>
<ul style="list-style-type: none"> <li>• <i>Know how to choose a realistic goal and think about how to achieve it</i></li> <li>• <i>Know that it is important to persevere</i></li> <li>• <i>Know how to recognise what working together well looks like</i></li> <li>• <i>Know what good group working looks like</i></li> <li>• <i>Know how to share success with other people</i></li> </ul>	<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>See the link below</p>

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

## Religious Education

What I need the children to learn	Possible learning experiences
<b>L1.2</b>	
<ul style="list-style-type: none"> <li>• Who is a Muslim and what do they believe? Or L1.3 Who is Jewish and what do they believe?</li> </ul>	<b>Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.</b>

	<p><b><i>Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; Share the words of the Shahadah, listen to the Call to Prayer. Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. Describe one of the beliefs that Muslims hold about God.</i></b></p>
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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
<p>Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary?</p>	<p>Introduce The letter from Red crayon in The Day the Crayons Quit story.</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>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.</p>
<p>Can I write narratives about personal experiences and those of others (real and fictional)?</p>	<p>Children to write letters from the other crayons in the story without actually reading the story till the end.</p>
<p>Can I continue to say my sentence aloud, use finger spaces and form my letters in the correct orientation and size?</p>	<p>Can I write speech bubbles between classroom objects?</p>
<p>Can I increase my vocabulary and use powerful verbs?</p>	<p>Introduce Anna Hibiscus story to explore powerful verbs acting them out.</p>
<p>Can I write for different purposes and audiences?</p>	<p>Can I write a persuasive leaflet to attract visitors to Kenya?</p>
<p>Can I write for different purposes with an awareness of an increased amount of non-fiction structures?</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 use when, where, who, what and why to build my story starter?</p>	<p>Can I orally retell the Chinese New Year story using puppet masks?</p>
<p>Can I using co-ordination (or/and/but)?</p>	<p>Can I write my own Chinese New Year story and include some appropriate conjunctions and</p>
<p>Can I use some subordination (when/if/that/because)?</p>	<p>speech between two characters?</p>
<p>Can I use inverted commas in speech between two characters?</p>	

## Mathematics

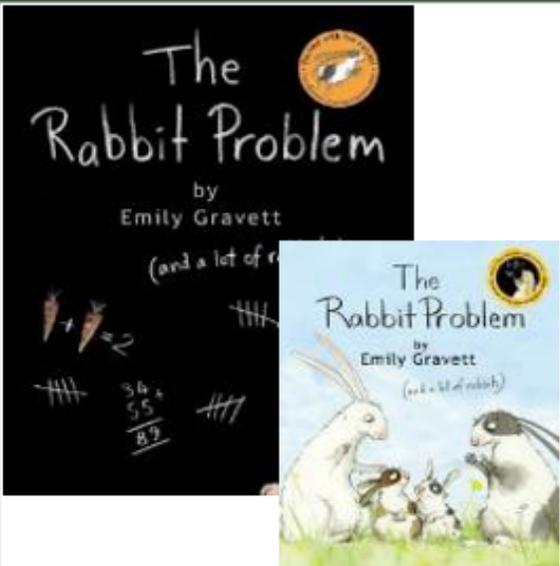
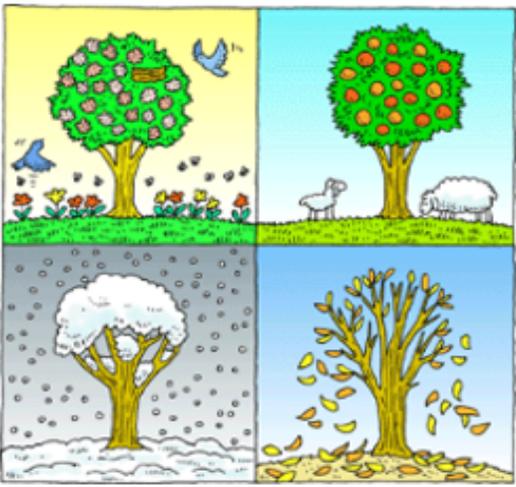
What I need the children to learn	Possible learning experiences
Make equal groups	
Add equal groups	
Make arrays	
Recognise equal groups	
Make equal groups	
Add equal groups	
Multiplication sentences using the $\times$ symbol	
Multiplication sentences from pictures	
Use arrays	
Make doubles	
2 times-table	
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	
<b>North Pole</b>	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.	 	
<b>South Pole</b>	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.		
<b>Equator</b>	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.		
<b>Meerkats</b>	Animals that are often found in dry places like deserts. They belong to the mongoose family.	<b>Sticky Knowledge about Hot and Cold places</b>	
<b>Penguins</b>	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.	
<b>Polar Bears</b>	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.	
<b>desert</b>	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.	
<b>hemisphere</b>	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.	
<b>humid</b>	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	
<b>scorching</b>	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.	
<b>camouflage</b>	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.	
		<b>Animals that live in the polar regions</b>	
		<ul style="list-style-type: none"> <li>• penguins</li> <li>• polar bears</li> <li>• Arctic foxes</li> <li>• seal</li> <li>• reindeer</li> <li>• walrus</li> </ul>	
		<b>Animals that live close to the equator</b>	
		<ul style="list-style-type: none"> <li>• meerkats</li> <li>• lizards</li> <li>• scorpions</li> <li>• coyotes</li> <li>• camels</li> </ul>	

# Year 1: Seasonal Change Knowledge Mat

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

