

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 2 – SPRING 2



Learn from yesterday, seek today and aim for tomorrow

September 2021

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"> • Why do some trees lose their leaves in Autumn and others do not? • How long are roots of tall trees? • Why do some animals have underground habitats?
<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
Plants	
<i>Plant and seed growth</i> <i>Plant reproduction</i> <i>Keeping plants healthy</i>	
<ul style="list-style-type: none"> • Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature) 	Analyse bulbs and seeds Plant bulbs and seeds Observe how they grow Cress seeds in the light and dark (some things grow faster in the dark -like bulbs but do not remain healthy) Grow things in different mediums – soil, sand, air, water – compare which grow the best

Design Technology

What I need the children to learn	Possible learning experiences
Food Technology	
<i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from</i>	
<ul style="list-style-type: none"> • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake 	Moved to Summer 1 making planet biscuits

Computing

What I need the children to learn	Possible learning experiences
Using technology	
<i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital</i>	
<ul style="list-style-type: none"> understand that programs require precise instructions organise, retrieve and manipulate digital content 	https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 2 folder and then the iSearch unit.

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>	
<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 	Apply skills learnt in Spring 1 to team games – football, netball, rugby or basketball (invasion) Links to Real PE 4
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 	
Real P.E.	
Unit 4 Creative	
<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

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
Singing	
<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"> • make different sounds with voice and with instruments • follow instructions about when to play and sing 	Covered in Spring 1
Listening and appreciate	
<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	
<ul style="list-style-type: none"> • make connections between notations and musical sounds 	Covered in Spring 1

Art

What I need the children to learn	Possible learning experiences
Using Materials	
<i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	
<ul style="list-style-type: none"> • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	<i>Use mediums to draw seeds and bulbs Use a viewfinder to concentrate on a small part of flower/bee picture to build a class picture.</i>

PSHE

What I need the children to learn	Possible learning experiences
Healthy Me	Resource links from: Jigsaw
<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy 	<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>See the link below.</p>

<https://jigsawlivescmsguk.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
L1.2	
<ul style="list-style-type: none"> • Who is a Muslim and what do they believe? Or L1.3 Who is Jewish and what do they believe? 	<p>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'.</p> <p>Look at calligraphy and listen to nasheedsthat 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;</p> <p>Share the words of the Shahadah, listen to the Call to Prayer.</p> <p>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.</p>

Cayton Creation

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

Cayton Conclusion

Bee Movie

Trip to Wolds Way Lavender when out of Covid.

English

What I need the children to learn	Possible learning experiences
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?

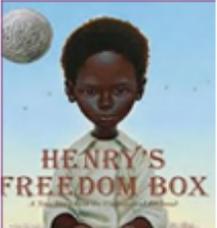
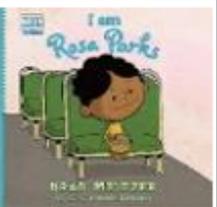
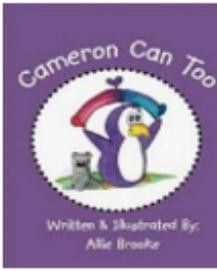
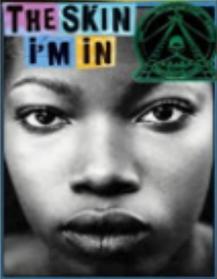
Mathematics

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

Famous people : KS1 Knowledge Mat

Subject Specific Vocabulary					Exciting Books			
discrimination	Unfair treatment of people because of their colour, age, religion, disability or sex.	<p style="text-align: center;">Sticky Knowledge about Famous people</p> <ul style="list-style-type: none"> <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. <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. <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. <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. <input type="checkbox"/> Malala Yousafzai was shot because she stood up for the right of women and girls to receive education in Afghanistan. 						
disability	A physical or mental condition that limits a person's movements, senses, or activities.							
famous	Someone who is known about by many people.				More famous British people to find out about			
racism	Treating someone unfairly because of the belief that their race, religion or beliefs are not as good as yours.				Grace Darling			
chronological	Arranging something by the order they occurred in time.				William Shakespeare			
inclusion	To include someone within your group however different they may seem.				Charles Dickens			
protest	To take action to show disapproval or objection to something.				John Lennon			
equality	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.				Elizabeth the First			
courageous	If you are a courageous person, you face danger or stand up against the odds without flinching.				Sir Isaac Newton			

