

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 2 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2021

History: Famous People

Key Enquiry: How have people like Neil Armstrong, Michael Collins and Edwin Buzz Aldrin made the world a better place?

History Driver

What I need the children to learn	Possible learning experiences
Lives of significant people	
<i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>	
<ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous 	<p>Transport theme for KS1 Neil Armstrong, Michael Collins and Buzz Aldrin and Katherine Johnson (AMERICA) Rosa Parks – linked to PSHCE and British Values <i>Isambard Kingdom Brunel a UK comparison-links to North Yorks Moors railway. How people used the railways years ago to come and visit Scarborough spa town. Look at how years ago goods could be transported around the country and now we export and import goods by ships, planes, trains and lorries.</i></p>

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 iPub unit.

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.

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 	Applying throwing, kicking, running, striking techniques to team games Football, rounders, cricket, hockey Links to Real PE 5
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 5 Applying Physical	
<ul style="list-style-type: none"> • I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. 	
Swimming	
<ul style="list-style-type: none"> • start to swim aiming for competency, confidence and proficiency over increasing distance • start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke. • start to show an awareness of safe self-rescue in different water based situations.. 	
Nigel Carson Sessions	

Art

What I need the children to learn	Possible learning experiences
Use colour, pattern, texture, line, form, space and shape	
<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	
<ul style="list-style-type: none"> • know how to mix paint to create all the secondary colours • 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 	<p><i>Look at mixing different secondary colours for pictures of the planets.</i></p> <p><i>Look at perspective with size of planets when initially sketching.</i></p> <p><i>Tints, tones and browns covered in SPRING 1 moved these.</i></p>

PSHE

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<ul style="list-style-type: none"> • <i>Know that everyone's family is different</i> • <i>Know that families function well when there is trust, respect, care, love and co-operation</i> • <i>Know that there are lots of forms of physical contact within a family</i> • <i>Know how to stay stop if someone is hurting them</i> • <i>Know some reasons why friends have conflicts</i> • <i>Know that friendships have ups and downs and sometimes change with time</i> • <i>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</i> • <i>Know there are good secrets and worry secrets and why it is important to share worry secrets</i> • <i>Know what trust is</i> 	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p> <p>See the link below</p>

<https://jigsawlivestcmsuk.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
L1.4	
<ul style="list-style-type: none"> • How can we learn from sacred books? 	<p><i>Begin to look at the names of different faiths and match symbols to them, include the memory tray game so children get used to saying the different faith names.</i></p> <p><i>Then look at different faith buildings of worship and look at what you might find in each place.</i></p> <p><i>Finally match sacred books to each faith discuss how different and similar they are.</i></p>

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. Introduce the Bible as a sacred text for Christians.

Introduce a sacred text for Muslims – Holy Qur'an, and/or Jewish people – Tenakh. 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.

Cayton Creation

Introduction to transport/space topic with a space day with crafts to make.
Trip to either Yorkshire railway museum or Yorkshire air museum.

Cayton Conclusion

Fly me to the Moon Movie afternoon with space themed treats.

English

What I need the children to learn	Possible learning experiences
Can I write a descriptive narrative?	Can I complete a Moon walk around the class and orally practice what I see?
Can I use adjectives?	Can I write a description of the Apollo 11 launch pretending to be one of the astronauts?
Can I write for different purposes with an awareness of an increased amount of non-fiction structures?	Can I write a non-fiction piece about the Moon and include facts?
Can I make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils?	
Can I reread to check that my writing makes sense and that the correct tense is used throughout? Can I proof read to check for errors in spelling, grammar and punctuation (e.g. Can I check that the ends of sentences are punctuated correctly)?	
Can I write about real events?	Children to make planet biscuits and write instructions?
Can I orally rehearse my sentences for writing?	Children to be video recorded as news reporters reporting on man's first steps on the Moon.
	Can I look at features of a written news report and write a newspaper report about the first Moon landing?
	Can I write a persuasive leaflet to attract people to the Moon following the fiction text 'Bob man on the Moon'

Mathematics

What I need the children to learn	Possible learning experiences
Compare lengths and heights	
Measure lengths (1)	
Measure lengths (2)	
Measure length (cm)	
Measure length (m)	
Compare lengths	
Order lengths	
Four operations with lengths	
Introduce weight and mass	
Measure mass	
Compare mass	
Measure mass in grams	
Measure mass in kilograms	
Introduce capacity and volume	
Measure capacity	
Compare volume	
Millilitres	
Litres	
Temperature	

Telling time to the hour

Telling time to the half hour

O'clock and half past

Quarter past and quarter to

Telling time to 5 minutes

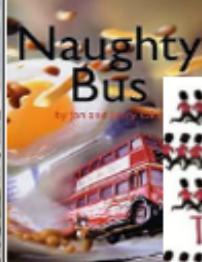
Writing time

Hours and days

Find durations of time

Compare durations of time

The Local Area KS1 Knowledge Mat

Subject Specific Vocabulary		 	Exciting Books
street	A public road in a city, town, or village, typically with houses and buildings on one or both sides.		
road signs	Road sign gives you information, directions to places or warn you of possible dangers.		
office	A building where people work from. Some are large, tall buildings and others are very small.		
supermarket	A place where you buy groceries and other items. They are usually very large with parking space.	Sticky Knowledge about British villages, towns and cities	 
post office	A place where you buy stamps for your letters and can send your letters and parcels.	<p><input type="checkbox"/> A village is usually associated with the countryside and is smaller than a town.</p>	
church	A place of worship normally found in every village, town and city. Mosques and temples are similar places for different religions.	<p><input type="checkbox"/> Every street in our country has a name and a post code. The name is usually on a wall or a sign at the beginning of the street.</p>	
map symbol	A small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.	<p><input type="checkbox"/> There are many signs on the roads to help drivers use the highway code properly. There are different shaped signs to help drivers know what to do.</p>	
address	Locates exactly where someone lives by having the house or flat number, street and town names.	<p><input type="checkbox"/> London is our capital city and has a population of more than 8 million.</p>	
post code	This locates exactly where a street or a place is by using letters and numbers.	<p><input type="checkbox"/> Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code.</p>	
urban	A busy locations which has lots of houses and usually shops and offices.	<p><input type="checkbox"/> London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.</p>	
rural	It is a location in the country. It is not usually as busy as an urban place.	<p><input type="checkbox"/> One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament.</p>	
			Major English cities <ul style="list-style-type: none"> Birmingham Manchester Newcastle Sheffield
			Attractions of London <ul style="list-style-type: none"> Buckingham Palace Tower of London Windsor Castle The London Eye London Bridge

Seaside Study KS1 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
cliff	A steep rock face usually at the edge of the sea.		
rockpool	A pool of water amongst rocks on a beach.		
tide	The rise and fall of the sea usually caused by the pull of gravity from the moon and sun.		
resort	A seaside resort is a town or place where people go on holiday by the sea.	Sticky Knowledge about the seaside	
beach	A pebbly or sandy shore, between the sea and a higher land place.	<input type="checkbox"/> In the United Kingdom no one lives more than 130Km from the sea.	
lifeboat	A specially made boat for rescuing people stranded in the sea.	<input type="checkbox"/> Weymouth was the first seaside resort in Britain and was established more than 200 years ago.	
lighthouse	Usually a tower containing a beacon of light to warn or guide ships at sea.	<input type="checkbox"/> The Punch and Judy show became a major attractions at the seaside during the Victorian times.	
postcards	A card for sending a message to someone without an envelope.	<input type="checkbox"/> The song 'Oh, I do love to be beside the seaside' was first recorded more than 100 years ago.	
fairground	An outdoor area where you can ride on various attractions, often by the sea.	<input type="checkbox"/> Most British seaside resorts are famous for their fish and chips which were served in newspapers until the 1980s.	
island	A piece of land completely surrounded by sea	<input type="checkbox"/> Most sandy beaches are well known for children using their bucket and spade to build sandcastles.	
ocean	A large area of salt water between the continents.	<input type="checkbox"/> Coasts have many different features, such as caves, cliffs, mudflats and beaches.	
			Can you find these well-known seaside resorts on a map? <ul style="list-style-type: none"> • Scarborough • Weymouth • Tenby • Blackpool • Poole • Brighton • Newquay in Cornwall • Whitby

