

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 – SUMMER 2



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

September 2021

## Science Driver: Habitats

### Key Enquiry: Why would a dinosaur not make a good pet?

#### **Science Driver**

<b>Working Scientifically</b>	
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> <li>• Why do some trees lose their leaves in Autumn and others do not?</li> <li>• How long are roots of tall trees?</li> <li>• Why do some animals have underground habitats?</li> </ul>	
<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
<b>All living things and their habitats</b>	
<i>Alive or dead Habitats Adaptations Food chains</i>	
<ul style="list-style-type: none"> <li>• Classify things by living, dead or never lived</li> <li>• Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>• Match living things to their habitat <b>and identify animals and plants in micro-habitats</b></li> <li>• Name some different sources of food for animals</li> <li>• Know about and explain a simple food chain</li> </ul>	<i>Discussion – sorting picture cards Sort real things found in the grounds of school Beach trip – what can you find in a rock pool? Make a woodland micro-habitat Compare coastal food chains with forest food chains</i>
<b>Animals, including Humans</b>	
<i>Animal reproduction Healthy living Basic needs</i>	
<ul style="list-style-type: none"> <li>• Know the basic stages in a life cycle for animals, (including humans)</li> <li>• Know why exercise, a balanced diet and good hygiene are important for humans</li> </ul>	<i>Visit Tropical World in Leeds Life cycle charts/ diagrams/ posters Hatch chicks if parent available to take chicks Tadpoles to frogs Caterpillars to butterflies</i>

## Geography

What I need the children to learn	Possible learning experiences
<b>Skills and Fieldwork</b>	
<p>Use world maps, atlases and globes          Use simple compass directions          Use aerial photos, construct simple maps          Undertake simple fieldwork within school locality</p> <ul style="list-style-type: none"> <li>• Know and use the terminologies: left and right; below, next to</li> </ul>	<p><b>Fieldwork linked to woodland habitats</b>  <b>Make a large route for an animal to follow using terminologies</b></p>

## Design Technology

What I need the children to learn	Possible learning experiences
<b>Designing</b>	
<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria          Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> <li>• think of an idea and plan what to do next</li> <li>• explain why they have chosen specific textiles</li> </ul>	<p><b>Design and make an animal sock puppet using different textiles and sewing.</b>  <b>Develop printing techniques from Autumn 1 to create foam tile animal prints on paper.</b></p>
<b>Making</b>	
<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]          Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them</li> <li>• join materials and components in different ways</li> <li>• measure materials to use in a model or structure</li> </ul>	<p><b>Covered in Autumn 2</b></p>
<b>Evaluating</b>	
<p>Explore and evaluate a range of existing products          Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> <li>• explain what went well with their work</li> </ul>	<p><b>Covered in Autumn 2</b></p>
<b>Technical Knowledge</b>	
<p>Build structures, exploring how they can be made stronger, stiffer and more stable          Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <ul style="list-style-type: none"> <li>• make a model stronger and more stable</li> <li>• use wheels and axles, when appropriate to do so</li> </ul>	<p><b>Covered in Autumn 2</b></p>

## Computing

What I need the children to learn	Possible learning experiences
<b>Using technology</b> <i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital</i>	
<ul style="list-style-type: none"> <li>understand that programs require precise instructions</li> <li>organise, retrieve and manipulate digital content</li> </ul>	<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 iAnimate unit.

## 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>	<p><b>Sport's Day Practise</b>  <b>Obstacle courses</b>  <b>Orienteering</b></p>
<ul style="list-style-type: none"> <li>throw underarm</li> <li>throw and kick in different ways</li> </ul>	
<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>Real P.E.</b>	
<b>Unit 6Health and Fitness</b>	<b>Linked to science</b>
<ul style="list-style-type: none"> <li>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</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>• sing or clap increasing and decreasing tempo</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> </ul>	
<b>Playing an instrument</b>	
<i>Pupils should be taught to play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> <li>• play simple rhythmic patterns on an instrument</li> </ul>	<b>Tap out animal sounds to a beat.</b>

## PSHE

What I need the children to learn	Possible learning experiences
<b>Changing Me</b>	<b>Resource links from: Jigsaw</b>
<ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old-age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Know the physical differences between male and female bodies</li> <li>• Know the correct names for private body parts</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> </ul>	<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p> <p><b>See the link below</b></p>

<https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/15fjlywi/03-ages-6-7-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

## Religious Education

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>L1.4</b></p> <ul style="list-style-type: none"> <li>How can we learn from sacred books?</li> </ul>	<p><i>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.</i></p> <p><i>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.</i></p>

### Cayton Creation

Discover dinosaurs and analyse whether they are herbivores, omnivores and carnivores through examining mock stool samples.

Making fossils with clay

### Cayton Conclusion

Trip to the beach to look at coastal habitats.

## English

What I need the children to learn	Possible learning experiences
Can I write for different purposes with an awareness of an increased amount of fiction and non-fiction structures?	Description of a habitat  Can I write a story about an animal using a story sack?  Can I write a recount about forest school?  Can I write a recount about a trip to the seaside?

## Mathematics

What I need the children to learn	Possible learning experiences
Describe position (1) Describe position (2) Describe movement Describe turns Describe movement and turns Making patterns with shapes 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: Animals Knowledge Mat

Subject Specific Vocabulary	Interesting Book	Sticky Knowledge about animals
<b>fish</b>	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.	
<b>amphibians</b>	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.	
<b>reptiles</b>	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales.	
<b>birds</b>	Birds have feathers and wings. They lay eggs and are warm-blooded animals.	
<b>mammals</b>	Mammals are also warm blooded animals. They breath air and have a backbone.	
<b>carnivore</b>	A carnivore is a meat-eating animal that gets its food from killing other animals.	
<b>herbivore</b>	A herbivore eats plants.	
<b>omnivore</b>	An omnivore eats plants and meat.	
<b>tame</b>	Domesticated animals that are not frightened of humans and do not try to hurt humans.	
<b>wild</b>	Living in the natural environment and not belonging to humans.	
<b>nocturnal</b>	Animals that are active during the night time.	

