

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 - AUTUMN 1



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

September 2021

## History Driver: Beyond Living Memory

### Key Enquiry: What was Scarborough like during the Victorian period?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>Beyond Living Memory</b>	
<i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>	
<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born.</li> <li>Know what we use today instead of older given artefacts.</li> <li>Know that children's lives today are different to those of children a long time ago</li> </ul>	<p>To understand how seaside holidays were different in Victorian times. Compare Learn about Grace Darling and her rescue mission and how this impacted lighthouse development. Know about what we use today instead of older artefacts links with computing when we cover technology changes of household and school artefacts.</p>
<b>Local History</b>	
<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</li> </ul>	<p>Understand what lighthouses were used for and how they have changed. Learn about how our local beaches were used years ago and how they have changed.</p> <p><b>Victorian Britain/ Scarborough – relate to Y1 work about Victorian toys – extend knowledge</b> <b>Scarborough Spa Town</b> <b>The Grand Hotel, Tram, Italian Gardens – visit</b> <b>Compare Scarborough now to the past (Victorian Times)</b> <b>Captain Cook – Whitby trip – extend knowledge from work in Year 1</b></p>

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#### Computing

What I need the children to learn	Possible learning experiences
<b>Safe use</b>	
<i>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i>	
<ul style="list-style-type: none"> <li>know where to go for help if concerned.</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 iSafe unit.</p>
<b>Uses of IT beyond school</b>	
<i>Pupils should be taught to recognise common uses of information technology beyond school</i>	
<ul style="list-style-type: none"> <li>know how technology is used in school and outside of school</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</p>

	<p>folder and then the iBlog unit: <b>whole class teacher led 1-2 sessions</b></p> <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 iDo Mail unit: <b>send local to SJ. Topic based 2-3 sessions</b></p> <p>Know where to go for help if concerned. Do I understand what a digital footprint is and how to keep safe when using the internet? Compare technology used in school and in the home.</p>
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**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<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>plan and perform a sequence of movements</li> <li>improve sequence based on feedback</li> <li>think of more than one way to create a sequence which follows some 'rules'</li> </ul>	<b>X2 weeks floor work after Real PE – Links to Real PE 1</b>
<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>	<b>Nigel Carson Basic movements and team games</b>
<ul style="list-style-type: none"> <li>use hitting, kicking and/or rolling in a game</li> <li>decide the best space to be in during a game</li> <li>use a tactic in a game</li> <li>follow rules</li> </ul>	
<b>Dance</b>	
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> <li>change rhythm, speed, level and direction in dance</li> <li>make a sequence by linking sections together</li> <li>use dance to show a mood or feeling</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 1 Personal</b>	<b>Real PE Unit 1 personal</b>
<ul style="list-style-type: none"> <li>I try several times if at first I don't succeed and I ask for help when appropriate.</li> </ul>	
<b>Nigel Carson Sessions</b>	

**Art**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Using Materials</b>	
<i>Use a range of materials creatively to design and make products</i>	
<ul style="list-style-type: none"> <li>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> </ul>	<b>Firework printing pictures</b>

<ul style="list-style-type: none"> <li>• know how to make a clay pot and know how to join two clay finger pots together</li> <li>• know how to use different effects within an IT paint package</li> </ul>	<p>Plan and Make a Victorian tile with a lighthouse design to link to history of lighthouses. Join parts of the tile using a clay slip. Paint to decorate. Know how to use different effects within an IT package. (If government rules change and we can access enough ICT) Create a Van Gogh seascape using printing techniques.</p>
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## 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>	<p>Sing and clap increasing and decreasing tempos. Tap to the beat</p>
<b>Create own music</b>	
<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	
<ul style="list-style-type: none"> <li>• order sounds to create a beginning, middle and an end</li> <li>• create music in response to different starting points</li> </ul>	<p>Thinking of a ships journey (linked to lighthouses and messages in a bottle) create body percussion to create the slow tempo starting point building to a faster tempo where the storm comes and the ship crashes. Listen to Pirates of the Caribbean orchestra version to illustrate build up and tension in music and to begin to identify instruments and the different sounds they make.</p>

## PSHE

What I need the children to learn	Possible learning experiences
<b>Being Me In My World</b>	
<ul style="list-style-type: none"> <li>• <i>Identifying hopes and fears for the year ahead</i></li> <li>• <i>Understand the rights and responsibilities of class members</i></li> <li>• <i>Know that it is important to listen to other people</i></li> <li>• <i>Understand that their own views are valuable</i></li> <li>• <i>Know about rewards and consequences and that these stem from choices</i></li> <li>• <i>Know that positive choices impact positively on self-learning and the learning of others</i></li> </ul>	<p>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their PSHE Book and make the Jigsaw Charter. <b>See below for the link.</b></p>

<https://jigsawlivescsmuk.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
<b>L1.8</b>	
<ul style="list-style-type: none"><li>How should we care for others and the world, and why does it matter?</li></ul>	<p><b>Consider the idea that we all have special gifts we can use to benefit others.</b></p> <p><b>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.</b></p> <p><b>Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area.</b></p> <p>Listen to the story of the Good Samaritan and compare with The paralysed man.</p> <p>Look at how most faiths care for others eg charities, food banks etc</p> <p>Look at Mother Teresa and how she cared for others and how we care as individuals.</p>

### Cayton Creation

Would normally be a visit to Flamborough lighthouse and beach. (due to covid-19 not able this year)  
Making Victorian tiles with clay and painting.

### Cayton Conclusion

Watching Mary Poppins links to Victorian period and the lives of children.

## English

What I need the children to learn	Possible learning experiences
<p>Can I write narratives about personal experiences and those of others (real and fictional)?</p> <p>Can I include question sentences and statement sentences?</p> <p>Can I write about real events?</p> <p>Can I use time conjunctions, persuasive verbs, adjectives and adverbs?</p> <p>Can I write simple poetry?</p> <p>Can I use adjectives/nouns and verbs/adverbs.</p> <p>Can I use commas in a list?</p> <p>Can I understand more about verbs in the past and present tense and add the suffix 'ed'?</p>	<p>Can I write a message in a bottle as a distress call from my ship using a quill and ink?</p> <p>Can I write instructions about how to make Mr Grinling's sandwich?</p> <p>Can I write an Autumn poem?</p>

## Mathematics

What I need the children to learn	Possible learning experiences
<p>Count objects to 100 and read and write numbers in numerals and words</p> <p>Represent numbers to 100</p> <p>Tens and ones with a part-whole model</p> <p>Tens and ones using addition</p> <p>Use a place value chart</p> <p>Compare objects</p> <p>Compare numbers</p> <p>Order objects and numbers</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p>	

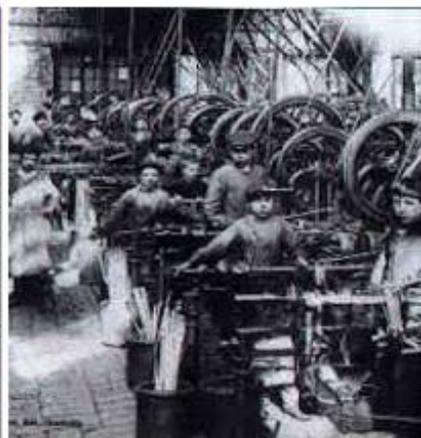
What I need the children to learn	Possible learning experiences
Fact families – addition and subtraction bonds to 20	
Check calculations	
Compare number sentences	
Related facts	
Bonds to 100 (tens)	
Add and subtract 1s	
10 more and 10 less	
Add and subtract 10s	
Add by making 10	
Add a 2-digit and 1-digit number – crossing ten	
Subtraction – crossing 10	
Subtract a 1-digit number from a 2-digit number – crossing ten	
Add two 2-digit numbers – not crossing ten – add ones and add tens	
Add two 2-digit numbers – crossing ten – add ones and add tens	



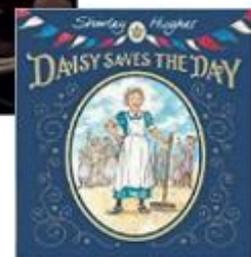
# Beyond Living Memory: KS1 Knowledge Mat

## Subject Specific Vocabulary

<b>gramophone</b>	A gramophone is an old type of record player. A gramophone plays records.
<b>wireless</b>	The earliest form of radios. The word radio replaced wireless around the 1920s.
<b>quilt</b>	A quilt is the name given to a warm and heavy covering put on a bed. Today we use a duvet.
<b>penny farthing</b>	This was one of the earliest bicycles. It had one large and one small wheel.
<b>farthing</b>	A farthing was a coin. It was worth a quarter of an old penny. Four farthings made an old penny.
<b>washing dolly</b>	A washing dolly was historically a tool used for tossing laundry by pumping the dolly up and down on the laundry in the dolly tub.
<b>charabanc</b>	A type of horse-drawn vehicle or early motor coach, usually open-topped.
<b>workhouse</b>	This was the home to many orphaned or sick children. It was also home to poor people without a job.
<b>gruel</b>	Gruel is a food consisting of some type of cereal—oat, wheat or rye flour, or rice—boiled in water or milk.



## Exciting Books



## Sticky Knowledge about history beyond living memory

- Workhouses were unpleasant places where orphaned children or abandoned children lived. It was also the home to mentally ill or very poor people.
- There were no televisions or electronic games 100 years ago. There were very few books as well and very few poor children would know how to read.
- About 100 years ago most children would have been working in a full-time job by the time they were 12 years old.
- The most popular games played by children 100 years ago were marbles, hopscotch, blind man's bluff and blow football.
- Over a 100 years ago there would not have been any take-away food places. However, fish and chip shops first opened about 150 years ago.

