CAYTON SCHOOL

LONG TERM CURRICULUM PLAN: YEAR 2

Learn from yesterday, seek today and aim for tomorrow

September 2024

LONG TERM CURRICULUM PLAN
YEAR 2

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

KEY DRIVERS

History

Within living memory	Beyond living memory	Lives of significant people	Local history
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	*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]*	*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*	*Significant historical events, people and places in their own locality*
	• Know about an event or events that happened long ago, even before their recent ancestors were born. • Know what we use today instead of older given artefacts. • Know that children's lives today are different to those of children a long time ago	• Know about a famous person from outside the UK and explain why they are famous	• Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.

Geography

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	*Name and locate the world's seven continents and five oceans*	*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*	*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*	*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*	*Use world maps, atlases and globes* *Use simple compass directions* *Use aerial photos, construct simple maps* *Undertake simple fieldwork within school locality*
• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland and name the seas surrounding them?		• Can I compare Scarborough (coastal) with a town in South Africa?	• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Can I compare different weathers from around the world and recognise patterns in location?		• Can I name and show the four compass points and use directional language? for example, near and far; left and right, to describe the location of features and routes on a map. • Can I create a simple map with a key of Cayton using photographs?

Science

Working Scientifically

❑ Ask questions such as:
   • 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?

❑ Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses
❑ Use microscopes to find out more about small creatures and plants
❑ Know how to set up a fair test and do so when finding out about how seeds grow best
❑ Classify or group things according to a given criteria, e.g. deciduous and coniferous trees
❑ Draw conclusions from fair tests and explain what has been found out
❑ Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with

All living things and their habitats	Animals, including Humans	Plants	Everyday Materials	
Alive or dead *Habitats* *Adaptations* *Food chains*	*Animal reproduction* *Healthy living* *Basic needs*	*Plant and seed growth* *Plant reproduction* *Keeping plants healthy*	*Identify different materials* *Name everyday materials* *Properties of materials*	*Compare the use of different materials* *Compare movement on different surfaces*
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans	• 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)	• Know how materials can be changed by squashing, bending, twisting and stretching	• Know why a material might or might not be used for a specific job

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
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*	*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*	*Explore and evaluate a range of existing products* *Evaluate their ideas and products against design criteria*	*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.*	*Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from*
• think of an idea and plan what to do next • explain why they have chosen specific textiles	• choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure	• explain what went well with their work	• make a model stronger and more stable • use wheels and axles, when appropriate to do so	• weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake

Art

Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
Use a range of materials creatively to design and make products	*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*	*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*	*Study a range of artists, craft makers and designers*
• Create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together • Shape prints— adding colour Use digital images and combine with other media in artwork. Use IT to create art that includes my own work and that of others • know how to create a range of materials to create a collage on fabric	• Continue to add detail to picture and begin to use side of pencil to add shading to detail • Choose and use three different grades of pencil when drawing. • Extend use of drawing materials: charcoal, pencil and pastel to create drawings • Use a viewfinder to focus on a specific part of an artefact before drawing it. • Show pattern & texture by adding dots & lines • Experiencing painting with smaller brushes, developing brush control	• 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 • know how to mix paint to create all the secondary colours	• suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist

Music

Listening and Appraise Music (Musicianship)	Singing and Voice	Notation	Playing instruments	Improvising	Composing	Performing
listen with concentration and understanding to a range of high-quality live and recorded music	*use their voices expressively and creatively by singing songs and speaking chants and rhymes*	*experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*play tuned and untuned instruments musically*	*experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*play tuned and untuned instruments musically* *use their voices expressively and creatively by singing songs and speaking chants and rhymes*
• Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. • Walk in time to the beat of a piece of music. • Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.	• Sing as part of a choir. • Demonstrate good singing posture. • Sing songs from memory and/or from notation. • Sing to communicate the meaning of the words. • Sing in unison and sometimes in parts, and with more pitching accuracy.	• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F♯ F, G, A, B♭, C, D, E A, B, C, D, E •	• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. • Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B♭, C, E and F.	• Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	• Explore and create graphic scores: • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.

• Move and dance with the music confidently. • Talk about how the music makes you feel. • Find different steady beats. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, eg call and response. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments. • Start to talk about where music might fit into the world.	• Understand and follow the leader or conductor. • Add actions to a song. • Move confidently to a steady beat. • Talk about feelings created by the music/song. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Join in sections of the song, eg chorus. • Begin to understand where the music fits in the world. • Begin to talk about and understand the style of the music. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).	• Identify hand signals as notation, and recognise music notation on a stave of five lines.			• Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. • Use notation if appropriate: • Create a simple melody using crotchets and minims: • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) • G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) • F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)	• Talk about what the song means and why it was chosen to share. • Talk about the difference between rehearsing a song and performing it.

Gymnastic Movements	Basic movements and Team Games	Dance
Developing balance, agility and co-ordination, and begin to apply these in a range of activities	*Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*	*Perform dances using simple movement patterns*
• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules'	• use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling

Real PE

Unit 1	Personal	I try several times if at first I don't succeed and I ask for help when appropriate.
Unit 2	Social	I can help praise and encourage others in their learning.
Unit 3	Cognitive	I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.
Unit 4	Creative	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
Unit 5	Applying Physical	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.
Unit 6	Health and Fitness	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Swimming

• 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.

Computing

Computing systems and networks IT around us	Creating media Digital Photography	Programming A Robot Algorithms
Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly. • *recognise common uses of information technology beyond school*	*Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.* • *use technology purposefully to create, organise, store, manipulate and retrieve digital content*	*This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.* • *understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions* • *create and debug simple programs*
(lessons 1-6) 1. To recognise the uses and features of information technology 2. To identify the uses of information technology in the school 3. To identify information technology beyond school 4. To explain how information technology helps us 5. To explain how to use information technology safely 6. To recognise that choices are made when using information technology	(lessons 1-6) 1. To use a digital device to take a photograph 2. To make choices when taking a photograph 3. To describe what makes a good photograph 4. To decide how photographs can be improved 5. To use tools to change an image 6. To recognise that photos can be changed	(lessons 1-6) 1. To describe a series of instructions as a sequence 2. To explain what happens when we change the order of instructions 3. To use logical reasoning to predict the outcome of a program 4. To explain that programming projects can have code and artwork 5. To design an algorithm 6. To create and debug a program that I have written

Data and information Pictograms	Creating media Digital Music	Programming B Programming quizzes
Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data visually using software. Learners will use the data presented to answer questions. • *use logical reasoning to predict the behaviour of simple programs*	*In this unit, learners will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.* • *use technology purposefully to create, organise, store, manipulate and retrieve digital content*	*Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.* • *use logical reasoning to predict the behaviour of simple programs*
(lessons 1-6) 1. To recognise that we can count and compare objects using tally charts 2. To recognise that objects can be represented as pictures 3. To create a pictogram 4. To select objects by attribute and make comparisons 5. To recognise that people can be described by attributes 6. To explain that we can present information using a computer	(lessons 1-6) 1. To say how music can make us feel 2. To identify that there are patterns in music 3. To experiment with sound using a computer 4. To use a computer to create a musical pattern 5. To create music for a purpose 6. To review and refine our computer work	(lessons 1-6) 1. To explain that a sequence of commands has a start 2. To explain that a sequence of commands has an outcome 3. To create a program using a given design 4. To change a given design 5. To create a program using my own design 6. To decide how my project can be improved

| *e-safety*
Taken from **'Education for a connected World'**
UK Council for Internet Safety.

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 | **Self-Image and Identity**
I can explain how other people may look and act differently online and offline.
I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened;
I can give examples of how they might get help.
On-line Relationships
I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).
I can explain who I should ask before sharing things about myself or others online.
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.
I can explain why I have a right to say 'no' or 'I will have to ask someone'.
I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
I can identify who can help me if something happens online without my consent.
I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
On-Line Reputation
I can explain how information put online about someone can last for a long time.
I can describe how anyone's online information could be seen by others.
I know who to talk to if something has been put online without consent or if it is incorrect.
On-Line Bullying
I can explain what bullying is, how people may bully others and how bullying can make someone feel.
I can explain why anyone who experiences bullying is not to blame.
I can talk about how anyone experiencing bullying can get help.
Managing On-line Information
I can use simple keywords in search engines.
I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
I can explain why some information I find online may not be real or true.   Health well-being and Lifestyle
I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
I can say how those rules / guides can help anyone accessing online technologies.
Privacy and Security
I can explain how passwords can be used to protect information, accounts and devices.
I can explain and give examples of what is meant by 'private' and 'keeping things private'.
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
Copyright and Ownership
I can recognise that content on the internet may belong to other people.
I can describe why other people's work belongs to them. |
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PSHE

Jigsaw Piece One	**Being me in my world**	• **Hopes and fears for the year** • **Rights and responsibilities** • **Rewards and consequences** • **Safe and fair learning environment** • **Valuing contributions Choices** • **Recognising feelings**
Jigsaw Piece Two	**Celebrating Difference**	• **Assumptions and stereotypes about gender**

		• **Understanding bullying** • **Standing up for self and others** • **Making new friends** • **Gender diversity** • **Celebrating difference and remaining friends**
Jigsaw Piece Three	**Dreams and Goals**	• **Achieving realistic goals** • **Perseverance** • **Learning strengths** • **Learning with others** • **Group co-operation** • **Contributing to and sharing success** • **Water safety**
Jigsaw Piece Four	**Healthy Me**	• **Motivation** • **Healthier choices** • **Relaxation** • **Healthy eating and nutrition** • **Healthier snacks and sharing food** • **Sun safety**
Jigsaw Piece Five	**Relationships**	• **Different types of family** • **Physical contact boundaries** • **Friendship and conflict** • **Secrets Trust and appreciation** • **Expressing appreciation for special relationships**
Jigsaw Piece Six	**Changing Me**	• **Life cycles in nature** • **Growing from young to old** • **Increasing independence** • **Differences in female and male bodies (correct terminology)** • **Assertiveness** • **Preparing for transition** • **Consent**

Religious Education

Unit	Theme

L1.4	How can we learn from sacred books?
L1.2	Who is a Muslim and what do they believe
L1.3	Who is Jewish and what do they believe?
L1.6	How and why we celebrate special and sacred times. (Judaism and Id-Ul-Fitr)
L1.8	How should we care for others, and why does it matter?