**CAYTON SCHOOL**

# MEDIUM TERM CURRICULUM PLAN
# YEAR 2 – SUMMER 2

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

September 2024

| Science Driver: Habitats |
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| Key Enquiry: Why would a dinosaur not make a good pet? |
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**Science Driver**

| Working Scientifically |
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| ❑   Identify and classify |
| ❑   Observe closely, using simple equipment |
| ❑ |
| ❑ |
| ❑ |

| What I need the children to learn | Possible learning experiences |
|---|---|
| **All living things and their habitats** | |
| *Alive or dead*<br>*Habitats*<br>*Adaptations*<br>*Food chains* | |
| •   Identify and Classify things by living, dead or never lived<br>•   Know how a specific habitat provides for the basic needs of things living there (plants and animals)<br>•   Match living things to their habitat *and identify animals and plants in micro-habitats by observing closely with magnifying glasses.*<br>•   Use their observations and ideas to suggest answers to why microhabitats make a good habitats<br>•   Name some different sources of food for animals<br>•   Know about and explain a simple food chain | *Discussion – sorting picture cards*<br>*Sort real things found in the grounds of school*<br>*Beach trip – what can you find in a rock pool?*<br>*Make a woodland micro-habitat*<br>*Compare coastal food chains with forest food chains* |
| **Animals, including Humans** | |
| *Animal reproduction*<br>*Healthy living*<br>*Basic needs* | |
| •   Know the basic stages in a life cycle for animals (including humans)<br>•   Know why exercise, a balanced diet and good hygiene are important for humans | *Visit Tropical World in Leeds*<br>*Life cycle charts/ diagrams/ posters*<br>*Hatch chicks if parent available to take chicks*<br>*Tadpoles to frogs*<br>*Caterpillars to butterflies* |

**Geography**

| What I need the children to learn | Possible learning experiences |
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| **Skills and Fieldwork** | |

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| *Use world maps, atlases and globes*<br>*Use simple compass directions*<br>*Use aerial photos, construct simple maps*<br>*Undertake simple fieldwork within school locality* | |
| • 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.<br>• Can I create a simple map with a key of Cayton using photographs?<br>• Can I recognise and use a range of symbols when using maps?<br>• Can I understand and create keys for maps? | *Fieldwork linked to woodland habitats*<br>*Make a large route for an animal to follow using terminologies*<br><br>*Exploring the local area and the amenities as key features.* |

**Design Technology**

| What I need the children to learn | Possible learning experiences |
|---|---|
| **Designing** | |
| *Design - purposeful, functional, appealing products for themselves and other users based on design criteria*<br>*Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology* | |
| • think of an idea and plan what to do next<br>• explain why they have chosen specific textiles | **Design and make a shelter for a dinosaur**<br>use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components measure, mark out, cut and shape materials and components assemble, join, and combine materials and components<br><br>be able to make simple flaps and hinges for creating walls and bridges<br><br>to cut and create designs on fabric and join them in simple ways (glue) |
| **Making** | |
| *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*<br>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics* | **Use a simple criteria to create a good shelter** |
| • choose tools and materials and explain why they have chosen them<br>• join materials and components in different ways<br>• measure materials to use in a model or structure | |
| **Evaluating** | |
| *Explore and evaluate a range of existing products* | **Evaluate your design.**<br>**Is it waterproof? Does it stand up?** |

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| *Evaluate their ideas and products against design criteria* | |
| • explain what went well with their work | |
| **Technical Knowledge** | |
| *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.* | Cut, fold, join, fix, structure, wall, tower, weak, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cube, cylinder, design, make, evaluate, purpose, ideas, stable, strong<br><br>Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function<br><br>Scissors, shears, felt, cotton, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function, identical, front, back |
| • make a model stronger and more stable<br>• use wheels and axles, when appropriate to do so | |

## Computing

| What I need the children to learn | Possible learning experiences |
|---|---|
| **Programming B - Programming quizzes** | |
| *National Curriculum Objectives - Pupils should be taught to:* ***Computing*** <br> • *Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions* <br> • *Create and debug simple programs* <br> • *Use logical reasoning to predict the behaviour of simple programs* <br> • *Use technology purposefully to create, organise, store, manipulate and retrieve digital content* <br> • *Use logical reasoning to predict the behaviour of simple programs* | **Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).** <br> This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. 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. |
| To explain that a sequence of commands has a start <br> • I can identify the start of a sequence <br> • I can identify that a program needs to be started <br> • I can show how to run my program | sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code. |
| To explain that a sequence of commands has an outcome <br> • I can predict the outcome of a sequence of commands <br> • I can match two sequences with the same outcome <br> • I can change the outcome of a sequence of commands | |

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| To create a program using a given design<br>• I can work out the actions of a sprite in an algorithm<br>• I can decide which blocks to use to meet the design<br>• I can build the sequences of blocks I need | |
| To change a given design<br>• I can choose backgrounds for the design<br>• I can choose characters for the design<br>• I can create a program based on the new design | |
| To create a program using my own design<br>• I can choose the images for my own design<br>• I can create an algorithm<br>• I can build sequences of blocks to match my design | |
| To decide how my project can be improved<br>• I can compare my project to my design<br>• I can improve my project by adding features<br>• I can debug my program | |
| | |

**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** | |
| *Developing balance, agility and co-ordination, and begin to apply these in a range of activities* | |
| • make body curled, tense, stretched and relaxed<br>• control body when travelling and balancing<br>• copy sequences and repeat them<br>• roll, curl, travel and balance in different ways | |
| **Basic movements and Team Games** | *Sport's Day Practise*<br>*Obstacle courses*<br>*Orienteering* |
| *Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending* | |
| • throw underarm<br>• throw and kick in different ways | |
| **Dance** | |
| *Perform dances using simple movement patterns* | |
| • perform own dance moves<br>• copy or make up a short dance<br>• move safely in a space | |
| **Real P.E.** | |
| **Unit 6 Health and Fitness**<br>• I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. | **Unit 6 Health and Fitness**<br>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.<br><br>**Agility Ball Chasing**<br>I can start and stop quickly.<br>I can arrive in the correct position to collect the ball (timing).<br>I can collect the ball with balance/control.<br>**Static Balance Floor Work** |

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| **Nigel Carson Sessions** | |

| Age Group | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 |
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| Monday Year 1 | Ball Skills Hands | SAQ | Net and Wall Games | Striking and Fielding Games | Athletics |
| Monday Year 2 | Ball Skills Hands | SAQ | Net and Wall Games | Striking and Fielding Games | Athletics |
| Tuesday Year 3 | Benchball | SAQ and Dodgeball | Tennis | Cricket | Athletics |
| Wednesday Year 4 | Benchball | SAQ and Dodgeball | Tennis | Cricket | Athletics |
| Thursday Year 5 | Basketball | SAQ and Dodgeball | Tennis | Cricket | Athletics |
| Friday Year 6 | Basketball | SAQ and Dodgeball | Tennis | Cricket | Athletics |

**Music**

**Charanga Music Scheme - https://charanga.com/site/**

| What I need the children to learn | Possible learning experiences |
|---|---|
| **Unit 6 – Our big concert** | |
| Listening and Appraise Music (Musicianship) | |
| • *Listen with concentration and understanding to a range of high-quality live and recorded music* | |
| • **Start to talk about the style of a piece of music.**<br>• **Recognise** some band and orchestral instruments.<br>• Start to **talk about** where music might fit into the world. | |
| Singing and Voice | |
| • *Use their voices expressively and creatively by singing songs and speaking chants and rhymes* | |
| • Begin to talk about and understand the style of the music.<br>• 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). | **Video with QR https://www.codigos-qr.com/en/qr-code-generator/** |
| • Notation | |
| • *Experiment with, create, select and combine sounds using the inter-related dimensions of music.* | |
| • 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 | |
| • Playing Instruments | |
| • *Play tuned and untuned instruments musically* | |
| • Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B♭, C, E and F. | **Glockenspiels and bars as a whole class** |
| • Improvising | |
| • *Experiment with, create, select and combine sounds using the inter-related dimensions of music.* | |
| • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and | |

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| played on untuned percussion, creating a musical conversation. | |
| •   Composing | |
| •   *Experiment with, create, select and combine sounds using the inter-related dimensions of music.* | |
| • Use notation:<br>• Create a simple melody using crotchets and minims:<br>• F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) | **Use Charanga with pupil logins to experiment with the notation maker.** |
| •   Performing | |
| *Play tuned and untuned instruments musically*<br><br>*Use their voices expressively and creatively by singing songs and speaking chants and rhymes* | |
| Talk about the difference between rehearsing a song and performing it. | **Performance to parents to celebrate unit. Videos to send out on Class Dojo.** |

**PSHE**

| What I need the children to learn | Possible learning experiences |
|---|---|
| **Changing Me** | **Resource links from: Jigsaw** |
| **Knowledge**<br>• Know that life cycles exist in nature<br>• Know that aging is a natural process including old-age<br>• Know that some changes are out of an individual's control<br>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age<br>• Know the physical differences between male and female bodies<br>• Know the correct names for private body parts<br>• Know that private body parts are special and that no one has the right to hurt these<br>• Know who to ask for help if they are worried or frightened<br>• Know there are different types of touch and that some are acceptable and some are unacceptable<br><br>**Social and Emotional Skills**<br>• Can appreciate that changes will happen and that some can be controlled and others not<br>• Be able to express how they feel about changes<br>• Show appreciation for people who are older<br>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler | 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.<br><u>Key vocabulary:</u><br>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike,<br>**See the link below** |

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| • Can say what greater responsibilities and freedoms they may have in the future<br>• Can say who they would go to for help if worried or scared<br>• Can say what types of touch they find comfortable/ uncomfortable<br>• Be able to confidently ask someone to stop if they are being hurt or frightened<br>• Can say what they are looking forward to in the next year<br><br>**Consent curriculum**<br>Can I understand that my body is my own and know how to look after it?<br><br>*Activity: Power point about my body is my own the five people that I trust activity (hand).*<br><br>**Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).** | |

**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/l5fjlywi/03-ages-6-7-jigsaw-skills-and-knowledge-progression-for-parents.pdf**

**Religious Education:**
For this unit there is 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Ideas on how to make the LC challenges more pupil friendly. Such as Can I ……..

Please remember this unit runds over summer 1 and Summer 2. You need to plan out your lesson to cover the full 14 weeks.

| What I need the children to learn | Possible learning experiences |
|---|---|
| **1.8** | |
| How should we care for others, and why does it matter?<br><br>Emerging:<br>• Talk about how religions teach that people are valuable, giving simple examples (B1).<br>• Recognise that some people believe God created the world and so we should look after it (A2).<br><br>Expected:<br>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2). | • Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).<br>• Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right |

- Identify ways that some people make a response to God by caring for others and the world (B1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)
- Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

Exceeding:
- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).
- Answer the title question thoughtfully, in the light of their learning in this unit (C1).

and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37).
- Consider the idea that we all have special gifts we can use to benefit others.
- 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; tzedakah (charity) in Judaism.
- 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.
- Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.
- Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.
- Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).
- Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's

| | creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). |
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**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? |
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| | 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

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

## Interesting Book

The Bog Baby

Jeanne Willis • Gwen Millward

## Wild Animals



## Sticky Knowledge about animals

- ❏ The blue whale can produce the loudest sound of any animal.
- ❏ Horses and cows sleep while standing up.
- ❏ Giant Arctic jellyfish have tentacles that can reach over 36 metres in length.
- ❏ Tigers can grow up to a length of 3 metres and weigh up to 300 kilograms when fully developed.
- ❏ There are about 400 million+ dogs in the entire world. The average life of a dog depending on the breed can vary from 10 to 14 years.
- ❏ Dolphins use whistling, clicking and other sounds to communicate with each other.
- ❏ Camels can survive up to six months without water or food due to the fatty tissues stored in their humps.
- ❏ The cheetah is the fastest animal to roam the earth with top speeds of 113 km per hour.