CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 2 – SPRING 1

Learn from yesterday, seek today and aim for tomorrow

September 2024

Geography Driver: Non-European Contrast

Key Enquiry: Would you prefer to live in Scarborough or Kenya?

Geography Driver

What I need the children to learn	Possible learning experiences
Place Knowledge	
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	
• Know the main differences between a place in England and that of a small place in a non-European country (South Africa) • Can I explore the differences of physical geography in the UK and South Africa? • Can I locate significant physical features in South Africa? • Can I explore tourism and explain why people visit South Africa?	***Look at how schools differ in South Africa to the UK*** ***Look at how a child's life differs in South Africa from that in the UK.*** ***Links to Anna Hibiscus story*** ***Handa's surprise*** ***Google Earth study*** ***Virtual Safari***
Human and Physical Geography	
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*	
• 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 explore seasonal patterns in weather in two countries?	***Make own maps using vocabulary to label landscapes*** ***Globe work: reference to South Africa.*** ***Local walk to Cayton Bay – identifying the features***

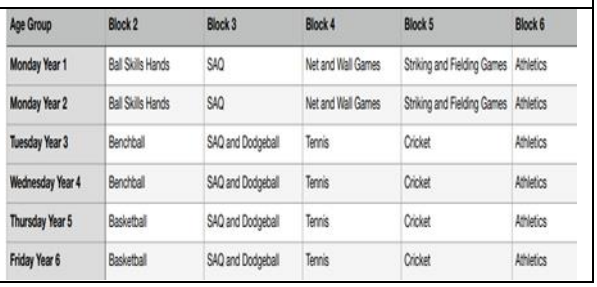
Computing

What I need the children to learn	Possible learning experiences
Programming A – Robot algorithms	
National Curriculum Objectives - Pupils should be taught to: ***Computing***	**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).**

• *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* • *Use logical reasoning to predict the behaviour of simple programs*	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.
To describe a series of instructions as a sequence • I can follow instructions given by someone else • I can choose a series of words that can be acted out as a sequence • I can give clear instructions	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition
To explain what happens when we change the order of instructions • I can use the same instructions to create different algorithms • I can use an algorithm to program a sequence on a floor robot • I can show the difference in outcomes between two sequences that consist of the same instructions	
To use logical reasoning to predict the outcome of a program • I can follow a sequence • I can predict the outcome of a sequence • I can compare my prediction to the program outcome	
To explain that programming projects can have code and artwork • I can explain the choices that I made for my mat design • I can identify different routes around my mat • I can test my mat to make sure that it is usable	
To design an algorithm • I can explain what my algorithm should achieve • I can create an algorithm to meet my goal • I can use my algorithm to create a program	
To create and debug a program that I have written • I can test and debug each part of the program • I can plan algorithms for different parts of a task • I can put together the different parts of 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	**Unit 3 – Cognitive 6 x Gym Lessons**
• 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	**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. **Real Gym** **Balance** I can balance with control (minimum wobble). I can balance with the supporting body part still. I can hold the balance for at least 3 seconds. **Travel** I can move with good posture.

	I can move with light and quiet steps. I can perform accurate movement patterns. I can develop my skills across low apparatus. I can develop my skills across large apparatus. **Spr 1**
Basic movements and Team Games	
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 • throw and kick in different ways	
Dance	
Perform dances using simple movement patterns	
• perform own dance moves • copy or make up a short dance • move safely in a space	**African dance**
Real P.E.	
Unit 3Cognitive • I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	
Nigel Carson Sessions	
	

Age Group	Block 2	Block 3	Block 4	Block 5	Block 6
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 3 – Inventing a musical story	
Listening and Appraise Music (Musicianship)	
• *Listen with concentration and understanding to a range of high-quality live and recorded music*	
• **Find** different steady beats. • Describe tempo as fast or slow.	
Singing and Voice	
• *Use their voices expressively and creatively by singing songs and speaking chants and rhymes*	
• Sing to communicate the meaning of the words. • Add actions to a song.	**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.*	
• Identify hand signals as notation, and recognise music notation on a stave of five lines.	
• Playing Instruments	
• *Play tuned and untuned instruments musically*	
• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. •	**Glockenspiels and bars as a whole class**
• Improvising	
• *Experiment with, create, select and combine sounds using the inter-related dimensions of music.*	
• Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A •	
• Composing	
• *Experiment with, create, select and combine sounds using the inter-related dimensions of music.*	
• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) •	**Use Charanga with pupil logins to experiment with the notation maker.**
• Performing	
Play tuned and untuned instruments musically *Use their voices expressively and creatively by singing songs and speaking chants and rhymes*	
• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. •	**Performance to parents to celebrate unit. Videos to send out on Class Dojo.**
• Vocabulary	
• Keyboard • Drums • Bass • Electric guitar • Saxophone • Trumpet • Pulse • Rhythm • Pitch • Improvise • Compose • Audience • Question and answer • Melody • Dynamics • Tempo • Perform/performance • Audience • Rap • Reggae • Glockenspiel.	

Art

What I need the children to learn	Possible learning experiences
Range of artists	
Study a range of artists, craft makers and designers	
• 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 • 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 create a range of materials to create a collage on fabric	***Esther Mahlangu*** ***Create landscapes of Africa*** ***Look at shape of green and brown for backdrop and look at shape: triangles, ovals, stripes.*** ***Look closely at patterns on different animals and try to create these for the animals.***

PSHE

What I need the children to learn	Possible learning experiences
Dreams & Goals	**Resource links from: Jigsaw**
Knowledge • *Know how to choose a realistic goal and think about how to achieve it* • *Know that it is important to persevere* • *Know how to recognise what working together well looks like* • *Know what good group working looks like* • *Know how to share success with other people* **Social and Emotional Skills** • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling **Water Safety Curriculum** Can I become familiar with how to stay safe around the water? Power point Scenarios about water safety **Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures**	In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people. Key vocabulary: Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product See the link below

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 10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I ……..

What I need the children to learn	Possible learning experiences
1:3	
Who is Jewish and what do they believe? Learning Objectives: Emerging: • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). Expected: • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). Exceeding: • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).	• Discuss what precious items they have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people. • Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Chanukah the stories and meanings associated with it; find out

	about how the 9-branched Chanukiah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.

Cayton Creation

African dancers to come in to school when out of Covid or an African crafts and dance themed afternoon.

Cayton Conclusion

Watch Madagascar or Lion King.

English

What I need the children to learn	**Possible learning experiences**

Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary? Can I use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences?	Introduce The letter from Red crayon in The Day the Crayons Quit story. Children to write a word bank of shared adjectives and nouns about other crayons. What they feel and what do they colour in mostly. Increase knowledge of powerful words by sharing.
Can I write narratives about personal experiences and those of others (real and fictional)?	Children to write letters from the other crayons in the story without actually reading the story till the end.
Can I continue to say my sentence aloud, use finger spaces and form my letters in the correct orientation and size?	Can I write speech bubbles between classroom objects?
Can I increase my vocabulary and use powerful verbs?	Introduce Anna Hibiscus story to explore powerful verbs acting them out.
Can I write for different purposes and audiences?	Can I write a persuasive leaflet to attract visitors to Kenya?
Can I write for different purposes with an awareness of an increased amount of non-fiction structures?	Can I research about an African animal and make a power point presentation? Can I include some non-fiction features and computing features?
Can I use when, where, who, what and why to build my story starter? Can I using co-ordination (or/and/but)? Can I use some subordination (when/if/ that/because)? Can I use inverted commas in speech between two characters?	Can I orally retell the Chinese New Year story using puppet masks? Can I write my own Chinese New Year story and include some appropriate conjunctions and speech between two characters?

Mathematics

What I need the children to learn	Possible learning experiences
Make equal groups	
Add equal groups	
Make arrays	
Recognise equal groups	
Make equal groups	
Add equal groups	
Multiplication sentences using the × symbol	
Multiplication sentences from pictures	
Use arrays	
Make doubles	
2 times-table	
5 times-table	
10 times-table	
Make equal groups – sharing	
Make equal groups – sharing	
Make equal groups – grouping	
Make equal groups – grouping	
Divide by 2	
Odd & even numbers	
Divide by 5	
Divide by 10	

Hot and Cold Places KS1 Knowledge Mat

Subject Specific Vocabulary

North Pole	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.
South Pole	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.
Equator	An imaginary line around the centre of the Earth. It is very hot at the Equator. It divides the Earth into the north and south hemispheres.
Meerkats	Animals that are often found in dry places like deserts. They belong to the mongoose family.
Penguins	A large seabird that cannot fly. Found in the South Pole. There are many types with the most famous probably being the Emperor penguin.
Polar Bears	A large, white Arctic Bear found in the North Pole. It is one of the most popular animals in the world.
desert	A desert is a very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.
hemisphere	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.
humid	When there is a lot of moisture in the air it is said to be humid. Hot countries are often very humid.
scorching	To burn slightly or to cause a change in colour because of the heat.
camouflage	When an animals markings helps it to blend in with its environment.

Sticky Knowledge about Hot and Cold places

- ❑ Not all deserts are covered by sand. Only 20% of all deserts are covered with sand.
- ❑ During the South Pole winter (mid March to mid September) it is dark all the time. During the summer it is light all the time.
- ❑ Even though we think they should be, not all deserts are hot. Two of the world's biggest deserts are in the North and South Poles.
- ❑ Polar bears and penguins are able to keep warm because they have blubber inside their skins.
- ❑ The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica
- ❑ Hot desert are usually very hot during the day but can get very cold at night. Some hot deserts can reach freezing point at night.
- ❑ Despite the low temperatures over 4 million people live in the polar regions.

Exciting Books

Animals that live in the polar regions

- penguins
- polar bears
- Arctic foxes
- seal
- reindeer
- walrus

Animals that live close to the equator

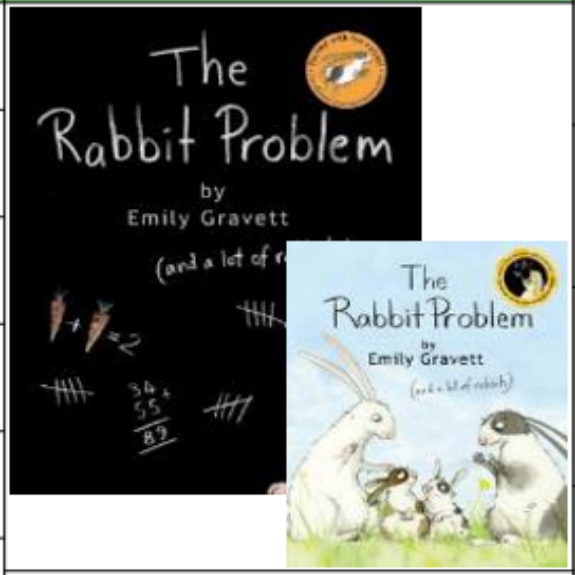
- meerkats
- lizards
- scorpions
- coyotes
- camels

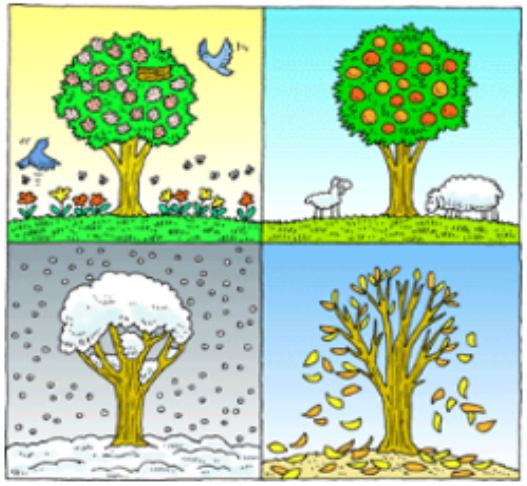
Year 1: Seasonal Change Knowledge Mat

Subject Specific Vocabulary

Autumn	The time of year between September and November. Many leaves fall off the trees.
Spring	The time of year between March and May. There is usually lots of signs of new growth in Spring.
Summer	The hottest season in the UK. It happens between June and August. The longest day is June 21st.
Winter	The coldest season in the UK. We can have snow in this season. It occurs between December and February.
Fall	The name given to the Autumn season by Americans. It is because so many leaves fall off the trees.
weather	Weather is what the sky and the air outside are like, such as cold and cloudy.
temperature	It is measurement of hot or cold that can be measured using a thermometer.
thermometer	This is the instrument that measures the temperature.
weather symbol 	These are signs used to help us understand more about our daily weather.
deciduous	Deciduous trees are trees that shed their leaves once a year, usually during the season of autumn.
coniferous	Most conifers are evergreens, or trees that keep their leaves year-round.

Interesting Book





Sticky Knowledge about seasonal change

- ❑ In the UK we have four seasons: spring, summer, autumn and winter. Summer is the hottest season and winter the coldest.
- ❑ Spring starts when the day and night are the same length (usually 21st March. However, many say that Spring starts on March 1st).
- ❑ In summer the longest day of the year is around June 21st and in winter the shortest day of the year is usually December 21st.
- ❑ When we have our summer it is winter in the southern hemisphere. When we have our winter Australia has its summer.
- ❑ In the USA and many other countries the season 'Autumn' is known as the 'Fall'. This is because so many leaves fall from the trees in Autumn.
- ❑ Seasons change throughout the year because of the way the Earth travels around the Sun.