

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 2 – SPRING 2



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

September 2024

## Science Driver: Plants and Growth

**Key Enquiry: What plants would 'Little Red Riding Hood' find in Scarborough?**

### Science Driver

#### Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

What I need the children to learn	Possible learning experiences
<b>Plants</b>	
<i>Plant and seed growth</i> <i>Plant reproduction</i> <i>Keeping plants healthy</i>	
<ul style="list-style-type: none"> <li>• Know and explain how seeds and bulbs grow into plants</li> <li>• Ask simple questions what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)</li> <li>• Measure and observe, using rulers, the height of the cress seeds to help answer questions.</li> <li>• Use observations and ideas to suggest answers to questions.</li> </ul>	<p><b>Analyse bulbs and seeds</b>  <b>Plant bulbs and seeds</b>  <b>Observe how they grow</b>  <b>Cress seeds in the light and dark (some things grow faster in the dark -like bulbs but do not remain healthy)</b>  <b>Grow things in different mediums – soil, sand, air, water – compare which grow the best</b></p>

### Art

What I need the children to learn	Possible learning experiences
<b>Use colour, pattern, texture, line, form, space and shape</b>	
<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	
<ul style="list-style-type: none"> <li>• choose and use three different grades of pencil when drawing</li> <li>• know how to use charcoal, pencil and pastel to create art</li> <li>• know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<p><b>Use mediums to draw seeds and bulbs</b>  <b>Use a viewfinder to concentrate on a small part of flower/bee picture to build a class picture.</b></p>

## Computing

What I need the children to learn	Possible learning experiences
Data and information – Pictograms	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• 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</li> </ul>	<p><b>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).</b></p> <p>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.</p>
<p>To recognise that we can count and compare objects using tally charts</p> <ul style="list-style-type: none"> <li>• I can record data in a tally chart</li> <li>• I can represent a tally count as a total</li> <li>• I can compare totals in a tally chart</li> </ul>	<p>more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing</p>
<p>To recognise that objects can be represented as pictures</p> <ul style="list-style-type: none"> <li>• I can enter data onto a computer</li> <li>• I can use a computer to view data in a different format</li> <li>• I can use pictograms to answer simple questions about objects</li> </ul>	
<p>To create a pictogram</p> <ul style="list-style-type: none"> <li>• I can organise data in a tally chart</li> <li>• I can use a tally chart to create a pictogram</li> <li>• I can explain what the pictogram shows</li> </ul>	
<p>To select objects by attribute and make comparisons</p> <ul style="list-style-type: none"> <li>• I can tally objects using a common attribute</li> <li>• I can create a pictogram to arrange objects by an attribute</li> <li>• I can answer 'more than'/'less than' and 'most/least' questions about an attribute</li> </ul>	
<p>To recognise that people can be described by attributes</p> <ul style="list-style-type: none"> <li>• I can choose a suitable attribute to compare people</li> <li>• I can collect the data I need</li> <li>• I can create a pictogram and draw conclusions from it</li> </ul>	
<p>To explain that we can present information using a computer</p> <ul style="list-style-type: none"> <li>• I can use a computer program to present information in different ways</li> <li>• I can share what I have found out using a computer</li> <li>• I can give simple examples of why information should not be shared</li> </ul>	

## Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
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<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>																																											
<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> </ul>	<b>Apply skills learnt in Spring 1 to team games – football, netball, rugby or basketball (invasion)</b> <b>Links to Real PE 4</b>																																										
<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>																																											
<p><b>Unit 4 Creative</b></p> <ul style="list-style-type: none"> <li>• I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</li> </ul>	<p><b>Unit 4 Creative</b> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p> <p><b>Coordination Ball Skills</b> I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.</p> <p><b>Counter Balance With a Partner</b> I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.</p> <p><b>Spr 2</b></p>																																										
<b>Nigel Carson Sessions</b>																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	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
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## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 4 – Recognising different sounds</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<ul style="list-style-type: none"> <li><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul>	
<ul style="list-style-type: none"> <li><b>Talk about</b> how the music makes you feel.</li> <li><b>Join in</b> sections of the song, eg call and response</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> </ul>	
<ul style="list-style-type: none"> <li>Talk about feelings created by the music/song.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> </ul>	<b>Video with QR</b> <a href="https://www.codigos-qr.com/en/qr-code-generator/">https://www.codigos-qr.com/en/qr-code-generator/</a>
<b>Notation</b>	
<ul style="list-style-type: none"> <li><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	
<ul style="list-style-type: none"> <li>Identify hand signals as notation, and recognise music notation on a staff of five lines.</li> </ul>	
<b>Playing Instruments</b>	
<ul style="list-style-type: none"> <li><i>Play tuned and untuned instruments musically</i></li> </ul>	
<ul style="list-style-type: none"> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B<math>\flat</math>, C, E and F.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<b>Improvising</b>	
<ul style="list-style-type: none"> <li><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Composing</b>	
<ul style="list-style-type: none"> <li><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	
<ul style="list-style-type: none"> <li>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<b>Performing</b>	
<i>Play tuned and untuned instruments musically</i>	
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> <li>Talk about what the song means and why it was chosen to share.</li> </ul>	<b>Performance to parents to celebrate unit.</b>

	Videos to send out on Class Dojo.
<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Drums</li> <li>• Bass</li> <li>• Electric guitar</li> <li>• Saxophone</li> <li>• Trumpet</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Improvise</li> <li>• Compose</li> <li>• Audience</li> <li>• Question and answer</li> <li>• Melody</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Perform/performance</li> <li>• Audience</li> <li>• Rap</li> <li>• Reggae</li> <li>• Glockenspiel.</li> </ul>	

## PSHE

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Healthy Me</b></p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> <li>• Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> </ul> <p><b><u>Sun safety curriculum</u></b></p> <p>Can I begin to become familiar and discuss how to stay safe in the sun?</p> <p>Activity- look at the power point and discuss then each child can design a poster showing</p>	<p><b>Resource links from: Jigsaw</b></p> <p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p> <p><b><u>Key vocabulary:</u></b>  Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p> <p><b>See the link below.</b></p>

different ways that they know to stay safe in the sun.

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://jigsawlivescemsuk.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 6-8 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 .....

Please focus on Judaism (Passover) and Id-UI-Fitr

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>1:6</b></p> <p>1:6 How and why do we celebrate special and sacred times. Looking Judaism (Passover) and Id-UI-Fitr</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Describe what happens and what is being celebrated at Eid-ul Fitr(A1)</li> <li>• Describe what happens during Ramadan (A1)</li> <li>• Consider questions such as how might these foods help people remember this festival? (B1)</li> <li>• Think of reasons why some people choose to fast during Ramadan(B1)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li> <li>• Explore the meaning and significance of Jewish rituals and practices during each festival.</li> <li>• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</li> <li>• Talk about what the stories and events means for pupils themselves.</li> </ul>

<ul style="list-style-type: none"> <li>Describe the link between a selection of Pesach symbols and the story of Pesach (C1)</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>Suggest meanings for some symbols and actions used in religious celebrations, including Passover and Eid-ulFitr (A3).</li> <li>Identify some similarities and differences between the celebrations studied (B3).</li> <li>describe items on the seder plate and their meaning (A3)</li> <li>Describe what happens and what is being celebrated at Eid-ul Fitr(A3)</li> <li>Describe what happens during Ramadan</li> <li>Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3)</li> </ul>	
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### Cayton Creation

Growing afternoon planting seeds/bulbs to grow in different conditions.

### Cayton Conclusion

Making potions

### English

What I need the children to learn	Possible learning experiences
<p>Can I write simple poetry?</p> <p>Can I use persuasive verbs, time conjunctions, adjectives and adverbs?</p> <p>Can I understand and use command sentences in my instructions?</p> <p>Can I write descriptive sentences?</p> <p>Can I write for different purposes?</p>	<p>Can I write witch ingredient poems?</p> <p>Can I write the recipe and instructions for my magical potion?</p> <p>Can I write descriptive sentences about my potion?</p> <p>Can I write up the science investigations including predictions and explain my findings?</p>



## Mathematics

What I need the children to learn	Possible learning experiences
Make equal parts	
Recognise a half	
Find a half	
Recognise a quarter	
Find a quarter	
Recognise a third	
Find a third	
Unit fractions	
Non-unit fractions	
Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	
Find three quarters	
Count in fractions	

Make tally charts

Draw pictograms (1-1 )

Interpret pictograms (1-1)



Draw pictograms (2, 5 and 10)

Interpret pictograms (2, 5 and 10)


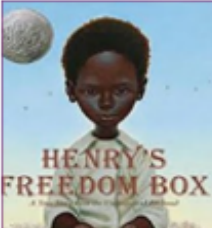
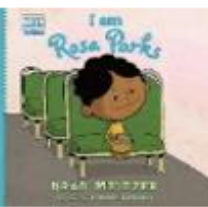


Block diagrams



# Year 1: Materials Knowledge Mat

Subject Specific Vocabulary		Materials for clothes		Sticky Knowledge	
<b>materials</b>	What something is made of, e.g. wood or plastic.	<b>1</b>	<b>Leather</b> – used for shoes, jackets and belts.	<b>1</b>	<b>Glass is used for ...</b>
<b>wood</b>	The material that comes from a tree. It varies in hardness.	<b>2</b>	<b>Wool</b> – used for jumpers, socks, pyjamas and coats	<ul style="list-style-type: none"> <li><b>Windows</b> in houses and cars to see through.</li> <li><b>Mirrors</b> – to see yourself – reflection.</li> </ul>	
<b>plastic</b>	A 'man-made' material that can be shaped or moulded to any shape.	<b>3</b>	<b>Cotton</b> – used for clothes we wear on warmer days and shirts.		
<b>metal</b>	A tough and strong material which can be heated and shaped into anything.	<b>4</b>	<b>Silk</b> – expensive material used for scarves and blouses	<b>2</b>	<b>Metal is used for ...</b>
<b>liquid</b>	Liquids can flow and take on the shape of their container.			<ul style="list-style-type: none"> <li><b>Strength</b> – in construction of planes, cars and trains and especially tall buildings.</li> </ul>	
<b>gas</b>	We can't see gas but it is all around us. There are different types of gas.				
<b>stretch</b>	A stretchy material is one that is like elastic.	<b>3</b>	<b>Wood is used for ...</b>	<ul style="list-style-type: none"> <li><b>Doors</b> – most doors are made from wood.</li> <li><b>Furniture</b> – most furniture is made of wood, often special wood.</li> </ul>	
<b>stiff</b>	A stiff material is firm and hard and not flexible.				
<b>bend</b>	A bendy material is one that can be twisted and is flexible.				
<b>waterproof</b>	A material that does not allow water or liquid through.	<b>4</b>	<b>Plastic is moulded or shaped ...</b>	<ul style="list-style-type: none"> <li>to form any shape from buckets to animal jelly casts.</li> </ul>	
<b>shiny</b>	A shiny material is sparkly or glossy and sometimes glittery.				

# Famous people : KS1 Knowledge Mat

Subject Specific Vocabulary					Exciting Books	
<b>discrimination</b>	Unfair treatment of people because of their colour, age, religion, disability or sex.	<h3 style="text-align: center;">Sticky Knowledge about Famous people</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rosa Parks fought for the rights of black people in the USA. She became very well-known for not giving up her seat to a white person on a bus.</li> <li><input type="checkbox"/> Nelson Mandela fought for the rights of black people in South Africa. He became very famous in the end for his determination to protest non-violently.</li> <li><input type="checkbox"/> Emmeline Pankhurst was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote.</li> <li><input type="checkbox"/> Florence Nightingale was known as 'the lady with the lamp'. She helped to ensure that hospitals were clean places and helped to reduce infections in hospitals.</li> <li><input type="checkbox"/> Malala Yousafzai was shot because she stood up for the right of women and girls to receive education in Afghanistan.</li> </ul>			 	 
<b>disability</b>	A physical or mental condition that limits a person's movements, senses, or activities.					
<b>famous</b>	Someone who is known about by many people.					
<b>racism</b>	Treating someone unfairly because of the belief that their race, religion or beliefs are not as good as yours.					
<b>chronological</b>	Arranging something by the order they occurred in time.					
<b>inclusion</b>	To include someone within your group however different they may seem.					
<b>protest</b>	To take action to show disapproval or objection to something.					
<b>equality</b>	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.					
<b>courageous</b>	If you are a courageous person, you face danger or stand up against the odds without flinching.					
		<h3 style="text-align: center;">More famous British people to find out about</h3> <p>Grace Darling</p> <p>William Shakespeare</p> <p>Charles Dickens</p> <p>John Lennon</p> <p>Elizabeth the First</p> <p>Sir Isaac Newton</p>				

