

Archbishop Hutton's V.C. Primary School
Medium Term Curriculum Planning Overview
Class 2

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| Term: Autumn Term 1 Class: 2 | Theme: <u>Let's Go to... Carnforth!</u> | | Year Groups: One and Two |
| Starting Stimulus | Visitors and Visits/ Experiences and Events | Final Outcomes | |
| Train-spotting on the playground | Walk to Carnforth | | |
| Essentials for learning and life: Improving own learning and performance; Problem solving; Working with others; Thinking skills; Communication; Information technology | | | |
| Subjects | Skills & Knowledge | | |
| MAIN DRIVER <u>Geography</u> | <u>Key Factual Knowledge</u> <ul style="list-style-type: none">• Know where Carnforth and Warton are on a map of the UK.• Know how to get to Carnforth from Warton.• Know that weather can change over a period of time (week, month) and weather is different in different seasons.• There are different types of human homes.• Understand that Carnforth has different types of buildings to Warton, why they are there and what they are used for.• Know what 'street furniture' is, what we might see and why they are there. | <u>Procedural Knowledge</u> <ul style="list-style-type: none">• Name key features associated with a town or village.• Describe some physical features of their own locality, including the jobs people do.• Explain what facilities a town or village might need.• Explain what makes a locality special or different.• Describe the key human and physical features of Warton and Carnforth using words and pictures, including some places which are not near the school.• Tell someone their address. | |
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| <u>Art</u> | <u>Sculpture: Claes Oldenburg</u> | | |
| | <u>Key Stage 1 Skills & Knowledge:</u> <ul style="list-style-type: none">• I know about different sculptures that work with manmade materials and natural materials (Andy Goldsworthy).• I know how to roll clay to an even thickness and use tools to impress and apply texture.• I know how to manipulate malleable materials in different ways.• I can mould a smooth round ball.• I can use my thumbs to create an indentation and mould sides to an even thickness.• I can use thumbs to smooth clay. | | |
| <u>Computing</u> | <u>iLearn2 (Year 1): Mouse and Keyboard Skills</u> | | |
| | <ul style="list-style-type: none">• Move the mouse or trackpad and left click to select an object.• Drag and drop with mouse or trackpad to move objects around the screen.• Find letters or numbers on a keyboard.• Begin touch typing with home row keys. | | |
| <u>Music</u> | <u>Kapow (Year 2 – West African call and response)</u> | | |
| | <ul style="list-style-type: none">• To know that dynamics can change the effect a sound has on an audience.• To know that the long and short sounds of a spoken phrase can be represented by a rhythm.• To understand that structure means the organisation of sounds within music.• To understand that the tempo of a musical phrase can be changed to achieve a different effect.• To understand that an instrument can be matched to an animal noise based on its timbre. | | |

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| <u>P.E.</u> | <u>Attacking and Defending Games</u> <ul style="list-style-type: none"> Fundamental movement skills, such as throwing, catching, dodging, guarding and tagging (through rugby with Mr Moss) Underarm throwing Hopping on one foot Jumping from two feet to two feet Skipping (without a rope) Running |
| <u>P.S.H.E.</u> | <u>One Decision: 'Keeping Safe and Staying Safe' & 'Being Responsible' (Y1 and Y2)</u> <ul style="list-style-type: none"> To know about rules and restrictions that keep us safe. To recognise risk in everyday situations and what actions to take to minimise harm. To know what household products can be harmful and know how to stay safe in the home. To know how to stay safe in familiar and unfamiliar environments. To know about people whose job it is to keep us safe and which people make us feel loved and cared for. To know what to do in an emergency, if someone is in trouble or injured (including calling 999). To know what things make us unique. To know how to manage when finding things difficult. To know how to tie shoelaces. To know it is important to tell someone if something makes us feel unhappy, scared or worried. |
| <u>R.E.</u> | <u>Islam</u> <ul style="list-style-type: none"> Be able to talk about and explain why Muslims believe it is important to obey God (Allah). Suggest why Muslims believe that it is important to respect God. Talk about why Muslims would want to show their gratitude to God. Know that submission to God is an important aspect of Islamic life. Retell and suggest meanings for religious stories and/or beliefs. Use some religious words and phrases when talking about beliefs and values. |
| Other cross-curricular links | Maths – data handling (counting & recording occurrence of 'street furniture') STEM & History – changes to trains over time Citizenship – the importance & significance of our locality in the past and now |
| Cross-curricular writing opportunities | <ul style="list-style-type: none"> Write walking directions from Warton to Carnforth. Recount of trip to Leighton Hall Invitation to parents to join us for 'Black History Week' celebration afternoon |
| Cross-curricular maths opportunities | <ul style="list-style-type: none"> Data handling Position and direction |
| <u>English Units</u> | <ul style="list-style-type: none"> Retell 'The Runaway Train' Write instructions on how to care for an unusual pet |