

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

Term: Autumn Term 2 Class: 2	Theme: <u>On Safari</u>		Year Groups: One and Two
Starting Stimulus	Visitors and Visits/ Experiences and Events	Final Outcomes	
Epic! Digital Library	Visiting poet; performing poetry in assembly		
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>Science</u>	<u>Key Factual Knowledge</u> <ul style="list-style-type: none">Identify and name a variety of common animals including fish, amphibians, reptiles, mammals, and birds.Identify and name a variety of common animals that are carnivores, herbivores, and omnivores eat different things.Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets).Explore and compare the difference between things that are dead, living and things that have never having been alive.	<u>Procedural Knowledge</u> <ul style="list-style-type: none">Use observations in the local environment to compare animals, or through videos and photographs.Describe how to identify and group animals.Group animals according to what they eat.Research how to take care of animals taken from the local environment and how to return them safely.	
<u>DT</u>	<u>Making Moving Monsters (Kapow Y2)</u>		
	<u>Skills</u> <ul style="list-style-type: none">Identify the correct term for levers, linkages and pivots.Analyse popular toys with the correct terminology.Create functional linkages that produce the desired input and output motions.Design monsters suitable for children, which satisfy most of the design criteria.Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.Select and assemble materials to create their planned monster features.Assemble the monster to their linkages without affecting their functionality	<u>Knowledge</u> <ul style="list-style-type: none">That mechanisms are a collection of moving parts that work together as a machines to produce movement.There is always an input and an output in a mechanism.That input is the energy that is used to start something working.That an output is the movement that happens as a result of the input.A lever is something that turns on a pivot.A linkage mechanism is made up of a series of levers.	
<u>Computing</u>	<u>Digital Art (iLearn2 Y1)</u>		
	<u>Know how to:</u> <ul style="list-style-type: none">Use technology purposefully to create, organise and manipulate digital content.Change the colour of individual pixels to accurately re-create basic artwork.Make changes where required.Change the colour of individual pixels to accurately re-create detailed artwork.Use zoom controls to help fill small shapes.		

<u>Music</u>	<u>Orchestral Instruments (Kapow Y2)</u>
	To know that: <ul style="list-style-type: none"> • Musical instruments can be used to create 'real life' sound effects. • Woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. • Stringed instruments, like violins, make a sound when their strings vibrate. • A brass instrument is played by vibrating your lips against the mouthpiece. • Some tuned instruments have a lower range of pitches and some have a higher range of pitches.
<u>P.E.</u>	<u>Dance</u> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Perform dances using simple movement patterns
<u>P.S.H.E.</u>	<u>'Keeping Safe and Staying Safe' & 'Being Responsible' (One Decision KS1)</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>Christianity: God (SACRE Y1)</u>
	Beliefs & Values <ul style="list-style-type: none"> • Know that Christians refer to God as 'Father'. • Talk about why Christians might compare God to a loving parent. Living Religions & Traditions <ul style="list-style-type: none"> • Talk about how and why Christians might want to talk to God (prayer). • Suggest symbolic meanings of rituals and items used in Christian prayer. Shared Human Experience <ul style="list-style-type: none"> • Talk about the importance of love in families. • Talk about the ways in which they are cared for and supported by family members. Search for Personal Meaning <ul style="list-style-type: none"> • Reflect on their own role within the family. • Discuss who they can talk to when they are happy/sad/ worried.
Other cross-curricular links	Geography: knowing where in the world various types of animals can be found DT – Science link: Designing a 'beast' based on knowledge of structure of animal groups Citizenship: understand how to protect the Earth and its creatures RE – Science link: know why Christians (and people of other faiths) believe we are custodians of the Earth and its creatures
Cross-curricular writing opportunities	<ul style="list-style-type: none"> - Writing a non-fiction text (non-chronological report – zoo leaflet) about a chosen endangered animal - Write instructions on how to create a moving monster
Cross-curricular maths opportunities	<ul style="list-style-type: none"> - Measure resources in DT - Grouping and sorting animals, to classify them
<u>English Units</u>	<ul style="list-style-type: none"> - Animal poetry - Non-chronological reports on animals - A letter to the zoo

