

# Archbishop Hutton's V.C. Primary School

## Medium Term Curriculum Planning Overview

Class 2

Theme: What's in the Woods?		Term: Spring Term 2 [2024]	Year Groups: One and Two
Starting Stimulus		Visitors & Visits / Experiences & Events	Final Outcomes
KWL; exploring the school grounds for microhabitats		Walk to The Roods to explore and observe microhabitats	Science In A Box (home project boxes)
Subjects	Key and Procedural knowledge		
MAIN DRIVER  Science	Science around us...	<ul style="list-style-type: none"><li>- To identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</li><li>- To identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).</li><li>- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, and including pets)</li><li>- To find out and describe how animals look different to one another. To group together animals according to characteristics.</li><li>- Identify/name plants and animals including microhabitats.</li><li>- Describe how animals get food – food chain.</li><li>- What are the similarities and differences between local habitats and how does it affect the animals and plants that live there</li></ul>	
	Habitats and food chains		
DT	DT – Kapow (Y2): Making a ferris wheel		
	<ul style="list-style-type: none"><li>• Explain that wheels move because they are attached to an axle.</li><li>• Recognise that wheels and axles are used in everyday life, not just in cars.</li><li>• Identify and explain vehicle design flaws using the correct vocabulary.</li><li>• Design a vehicle that includes functioning wheels, axles and axle holders.</li></ul>		

	<ul style="list-style-type: none"> <li>• Make a moving vehicle with working wheels and axles.</li> <li>• Explain what must be changed if there are any operational issues</li> </ul>
Computing	<p>iLearn2 (Y1): 3D Design</p> <p><u>Use technology purposefully to create digital content</u></p> <p>Know how to:</p> <ul style="list-style-type: none"> <li>- Change the colour and pattern of elements</li> <li>- Position and rotate objects on a design</li> <li>- Position objects in relation to one another</li> <li>- Resize, rotate, flip and arrange objects behind/in front of each other</li> </ul>
Music	<p>Drumming: rhythm and performing</p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name.</li> <li>• Be able to drum a rhythm using drumsticks.</li> <li>• Perform a rhythm from visual and aural input.</li> <li>• Compose a rhythm using musical notation.</li> <li>• Practice and perform as a group.</li> <li>• Sing the melody accurately while playing their instrument in time.</li> <li>• Show a range of emotions using their voices.</li> <li>• Describe the dynamics and timbre of their pieces.</li> <li>• Play a known melody from letter notation in the right order.</li> <li>• Play a new melody from letter notation in the right order, if not in time.</li> <li>• Invent a melody, write it down and play it back.</li> <li>• Select instruments with different timbres.</li> <li>• Compose and perform a piece using different dynamic levels.</li> </ul>
P.E.	<p>PE Passport: Attacking Games &amp; Dance</p> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills, becoming increasingly competent and confident</li> <li>• Access a range of opportunities to extend agility, balance and coordination</li> <li>• Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>• Master basic movements including running, jumping, throwing and catching,</li> <li>• Develop balance, agility and co-ordination &amp; begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>

P.S.H.E.	<p>1decision: Keeping Safe &amp; Healthy</p> <ul style="list-style-type: none"> <li>• Early introduction to drugs education (pharmaceutical medicines)</li> <li>• Healthy family life and healthy friendships</li> <li>• Importance of permission seeking and seeking advice and support</li> <li>• How to keep safe at home by recognising risks</li> <li>• Understanding mental wellbeing and physical health</li> <li>• Self-care techniques</li> <li>• Understanding the negative impact of excessive time online</li> <li>• Know what constitutes a healthy diet</li> <li>• Know the risks associated with an inactive lifestyle</li> <li>• The principles of planning healthy meals</li> <li>• The importance of quality sleep for good health</li> </ul>
R.E.	<p>Lancashire S.A.C.R.E (Y1): Jesus</p> <p>To know that Christians believe that Jesus is the perfect representation of God</p> <p>To know that Christians believe in the concept of forgiveness and that God is forgiving</p> <p>To know the Easter Story and the Christian belief that Jesus forgave others at life's end</p> <p>To understand that God is life giving and to recognise signs of new life around school</p> <p>To understand how we can show forgiveness in our own lives</p>
English Units	<p>Narrative: The Owl Who Was Afraid of the Dark</p> <p>The children will write their own chapter of the book; to do so they will:</p> <ul style="list-style-type: none"> <li>• Understand why, for many people, the unknown can cause fear and anxiety.</li> <li>• Experience an afternoon light painting.</li> <li>• How we use persuasive language to convince others.</li> <li>• Writing from a lived experience is always easier.</li> </ul>