

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 |
| Pirate Party – treasure hunt (map work) | Walk to Carnforth (combine with library visit) | Writing letters home and posting them |
| 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> | <p>Key Factual Knowledge</p> <ul style="list-style-type: none"> Understand what maps are and what they are used for Know where Carnforth and Warton are on a map of the UK Know about weather changes over a period of time (week, month) and weather is different in different seasons Know the difference between human and physical features of a landscape Know that there are different types of homes in towns and villages 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 Know some of the jobs people might have, in their locality | <p>Procedural Knowledge</p> <ul style="list-style-type: none"> Explain what facilities a town or village might need Name key human and physical features associated with towns and villages Describe some physical features of their own locality, and human features including workplaces Carry out a local weather survey and compare with national weather forecasts Explain what makes a locality special or different (e.g. the train station in Carnforth, the crag at Warton) Tell someone their address Explain the difference between different types of homes Know how to safely get from Warton to Carnforth |
| <u>Art</u> | <p>Sculpture: Claes Oldenburg</p> <p>Key Stage 1 Skills & Knowledge:</p> <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> | <p>iLearn2 (Year 1): Mouse and Keyboard Skills</p> <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. | |

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| Music | <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. |
| P.E. | <u>Fundamental movement skills</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 |
| P.S.H.E. | <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. |
| R.E. | <u>Christianity: God</u> <p>Core Question: Why do Christians call God ‘Father’?</p> <p><u>Shared Human Experience:</u> Know what roles people might have in families, why love is important in families and how this love might be shown. Talk about how families support and care for one another and who we talk to about good and bad things at the end of each day.</p> <p><u>Beliefs and Values:</u> Explore the Christian belief that God is like a father and understand why Christians might compare God to a loving parent.</p> <p><u>Living Religious Traditions:</u> Consider how and why Christians might ‘talk’ to God through prayer; Look at words, rituals and items used in Christian prayer.</p> <p><u>Search for Personal Meaning:</u> Think and talk about their own role in the family, how they support the people they care about and who they can talk to at home or in their life.</p> |
| Other cross-curricular links | Maths – data handling (counting & recording occurrence of ‘street furniture’) Citizenship – the importance & significance of our locality (the crag, Carnforth Train Station) Citizenship – being safe on the roads, who we can trust |
| Cross-curricular writing opportunities | <ul style="list-style-type: none"> - Instructions on how to get to Carnforth (following a map) - Invitation to parents to join us for ‘Black History Week’ celebration afternoon |
| Cross-curricular maths opportunities | <ul style="list-style-type: none"> - Science and Maths: observing, recording and tracking changes in the weather (data handling) - Position and direction (using maps to solve a treasure hunt on-site and get to Carnforth) |
| English Units | <ul style="list-style-type: none"> - Writing ‘letters in a bottle’ in role as a pirate from our class story - Retell a simple adventure narrative (The Pirates Next Door) - Write an alternative ending to a familiar story (The Pirates of Scurvy Sands) |

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| | <ul style="list-style-type: none">- Writing letters home (including an invitation to Black History Week celebration afternoon) |
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