

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

**Class 2**

<b>Term:</b> Spring Term 1 <b>Class:</b> 2	<b>Theme:</b> <u>Fantastic Firsts</u>	<b>Year Groups:</b> One and Two
<b>Starting Stimulus</b>	<b>Visitors and Visits/ Experiences and Events</b>	<b>Final Outcomes</b>
Making timeline mobiles	Runway Visitor Experience	Glider building and flying competition
<b>Essentials for learning and life: Improving own learning and performance; Problem solving; Working with others; Thinking skills; Communication; Information technology</b>		
<b>Subjects</b>	<b>Skills &amp; Knowledge</b>	
<b>MAIN DRIVER</b>  <u>History</u>	<p><b>Key Factual Knowledge</b></p> <ul style="list-style-type: none"> <li>To know about key events beyond living memory that are significant nationally or globally [the first aeroplane flight and the development of flight technology]</li> <li>To know about the lives of significant individuals in the past who have contributed to national and international achievements [the Wright brothers, Amelia Earhart]</li> </ul>	<p><b>Procedural Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Have some understanding of chronology.</li> <li>Be able to identify similarities and differences between ways of life in different periods.</li> <li>Use a range of everyday historical terms.</li> <li>Ask and answer questions about the past, using sources of information such as stories and information texts.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
<u>DT</u>	<p><b>Kapow (Year 2) Mechanisms: Fairground Rides</b></p> <ul style="list-style-type: none"> <li>To know that different materials have different properties and are therefore suitable for different uses.</li> <li>To know the features of a Ferris wheel including: wheel, frame, pods, base, axle, axle holder</li> <li>To know it is important to test my design as I go along so that I can solve problems that occur.</li> <li>To select a suitable linkage system to produce the desired motions (an axle)</li> <li>To design a wheel and choose appropriate materials based on their properties.</li> <li>To follow a design brief and evaluate different designs.</li> <li>To build a model, making prototypes, testing, evaluating and adapting my design as I go.</li> </ul>	
<u>Computing</u>	<p><b>iLearn2 (Year 1): Text and Images</b></p> <ul style="list-style-type: none"> <li>Know how to add, move and resize images.</li> <li>Know how to add text and adjust size and placement.</li> <li>Know how to add, resize and place images on a page then add and position text to label and describe images.</li> <li>Use word banks to write sentences about images.</li> </ul>	

<b>Music</b>	<p><b>Kapow (Year 2): Musical Me</b></p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name.</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, if not with the right rhythms.</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>
<b>P.E.</b>	<p><b>Throwing and Catching</b> Children will develop the skills and technique for a good underarm and overarm throw; aiming at a target and throwing to another person; moving into a space to catch and developing game tactics.</p> <p><b>Gymnastics</b> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Work with a gymnastics coach to learn how to set up a gym lesson safely and work with different equipment.</p>
<b>P.S.H.E.</b>	<p><b>One Decision: ‘Keeping and Staying Healthy’</b></p> <p>During the Keeping/Staying Healthy module, children will learn that food is needed for bodily health and growth and will be able to identify what types of food are positive choices. Students will also explore and practise simple personal cleanliness routines such as washing their hands. This will enable them to begin to understand that some diseases are infectious, and that transmission may be reduced when simple hand washing routines are introduced. This module also helps children to know, understand, and explore simple safety rules related to medicinal drugs.</p>
<b>R.E.</b>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• To know that Hindus believe in many Gods and Goddesses, called deities.</li> <li>• To know that Hindus worship both at home and at the Mandir.</li> <li>• To know what a Hindu Mandir looks like and how it is similar/different to a Christian church.</li> <li>• To know the terms ‘arti’ and ‘puja’, when speaking about how Hindus worship.</li> <li>• To know that shrines are important to Hindu people and that they treat them with reverence.</li> <li>• To draw comparisons between what I believe and how I treat things that are special to me, with how Hindus feel about and behave towards their shrines and Mandir.</li> </ul>
<b>Other cross-curricular links</b>	STEM – properties of materials in Science links with selecting appropriate materials in DT Geography – knowing the names of the continents and oceans makes learning about Amelia Earhart’s trans-Atlantic flight more relevant
<b>Cross-curricular writing opportunities</b>	<ul style="list-style-type: none"> <li>- Writing in role as the Wright brothers in English lessons (week 4)</li> <li>- Writing about how planes and air travel have changed over the last century in History</li> </ul>
<b>Cross-curricular maths opportunities</b>	<ul style="list-style-type: none"> <li>- Knowledge of using a cm ruler to measure, applicable in building a Ferris wheel, in DT</li> <li>- Shape knowledge to know what shapes a Ferris wheel could/should incorporate, in DT</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>- Narratives: writing adventure stories based on short film “Taking Flight”</li> <li>- Biographies: writing about the lives of significant individuals in the history of aviation</li> </ul>