

Medium Term Planning – Excalibur Primary School

Excalibur's 'Curriculum Drivers' embedded throughout teaching:

Local Links

Wider World

5 R's

Nurture

Self-Awareness

INTENT

Why are we teaching this topic? Why is it relevant?

For our children to understand the changing nature of holidays over the last 150 years. To develop as citizens of the future with a growing awareness of the environmental impact of increasing tourism in modern times. Our children should be encouraged to question human behaviour, in order to sustain and improve the environment. To learn specific geographical vocabulary to enable pupils to describe the coastal environment more accurately.

What knowledge and understanding do we want our children to gain?

To know key geographical coastal vocabulary.
To develop a sense of chronology from Victorians to present day.
To learn what is meant by a healthy life style and about healthy food, exercise and hygiene choices.

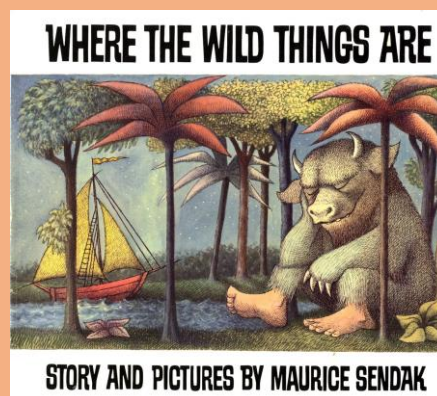
As linguists we will:

- retell a well known story
- retell a seaside story

Year 2
Summer
Mrs. Griffin

'Sky above, sand below'

Focus Texts:



IMPLEMENTATION

What learning has gone before and when?

Pupils start to learn about the seaside in EYFS and begin to learn some of the associated vocabulary especially the geographical vocabulary.

Pupils learn about under the water in Year 1 and some of the creatures that live in the sea. Pupils learn in the spring term about the importance of using historical sources

How will we engage our children?

(sparkling start, fantastic finish, active learning, real life experiences, visits, study showcase)

Classroom environment - stimulating and exciting

Storytelling - lots of stories set at the seaside a very familiar setting for our children

Real experiences - trip to the seaside
Recounts, narrative story, letter, non-chronological report

Drama incorporated into our letter writing to establish purpose

Art work - learning about new artists and techniques

Design opportunities - designing and making our

- compile a non-chronological report about a sea creature
- choose a poetic style to imitate
- write an explanation text about how holidays have changed through time

As scientists we will:

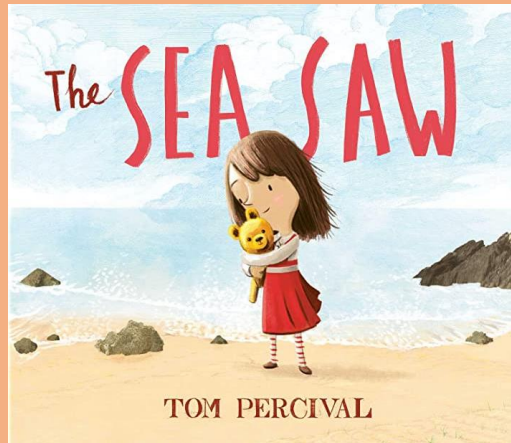
Design our own experiments to:

- test the absorbency of different materials
- make and test waterproof materials
- test how materials can be melted, molded and returned to original state

We will work scientifically:

Using the following practical scientific methods, processes and skills:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment and measurement
- observing changes over time
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering, recording and communicating data and findings to help in answering questions.
- use scientific language and read and spell age-appropriate scientific vocabulary



Key Vocabulary Map

own structures

Music - singing new songs and starting to learn to play the recorder

As mathematicians we will:

- learn 2,3,4,5 and 10 multiplication tables
- revise the four rules of number in order to answer arithmetic questions
- apply the four rules of number to reasoning questions
- use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- order and arrange combinations of mathematical objects in patterns and sequences
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- know the number of minutes in an hour and the number of hours in a day.
- compare and sequence intervals of time.
- measurement: Mass, Capacity and Temperature
- choose and use appropriate standard units to estimate and measure

- begin to notice patterns and relationships.

As historians we will:

Learn about:

Seaside holidays through the years

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- the lives of significant individuals in the past who have contributed to national and international achievements
- events beyond living memory that are significant nationally or globally

We will do this by:

- sequencing artefacts closer together in time and checking
- recognizing why people did things, why events happened and what happened as a result
- identify differences between ways of life at different times
- comparing pictures of people or events in the past
- discussing the reliability of accounts
- using sources to answer questions about the past

As musicians we will:

- develop our repertoire of songs
- use Charanga to develop our skills
- compose and perform our own music taking inspiration from the seaside

We will do this by:



Key maths vocabulary:

quarter past/to, metres, kilometres, grams, kilograms, millimetres, litres, temperature, degrees, rotation, clockwise, anticlockwise, straight line, ninety degree turn, right angle, symmetrical, line of symmetry, fold, match, mirror line, reflection, pattern, repeating pattern, three quarters, one third, a third, equivalence, equivalent

Key English vocabulary:

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma, possessive apostrophe, opening, closing,

length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- use all our mathematical skills to investigate

As computer scientists we will:

Talk about how to behave online to be safe by:

- describing the things that happen online that I must tell an adult about.
- talking about why I should only go online for a short amount of time.
- talking about why it is important to be kind and polite online and in real life.
- I know that not everyone is who they say they are on the Internet.

Making Music by:

- saying how music can make us feel
- identifying that there are patterns in music
- describing how music can be used in different ways
- showing how music is made from a series of notes
- creating music for a purpose
- reviewing and refining our computer work

Learn about programming through:

- an introduction to quizzes

- Understanding music - through beat, rhythm patterns and melodies.
- Improvise together - by creating chanted rhythm patterns
- Listen - trying to use musical language to describe music
- Sing and perform - by breathing from deep within, moving to the music, performing our songs and describe what a song is about
- Compose - using notes FGA
- learn new songs 'I wanna play in a band', 'Music is all around, and 'Saying Sorry'.

As citizens we will:

Learn about

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and well being.
- how to identify different influences on health and well being.

We will do this by:

- increasing vocabulary to describe feelings
- consider the health and well being of ourselves and others
- talk about a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- Talk about a healthy/unhealthy snack and explain why they are good/bad for my body.
- express how I feel about eating healthy.

Key scientific vocabulary:

Materials - suitable, unsuitable, use, object, material, rock, property, wood, plastic, glass, metal, water, brick, paper, fabric, elastic, foil, card, cardboard, rubber, wool, clay, hard, soft, stretchy, rigid, flexible, waterproof, strong, weak, rough, smooth, reflective, non reflective, transparent, opaque, translucent, shape, changed, push, pushing, pull, pulling, twist, twisting, squash, squashing, roll, rolling, squeeze, squeezing, bend, bending, stretch, stretching.

Sound - loud, quiet, fainter, travel, change

key historical vocabulary:

locality, chronology, chronological, changes, centuries, sources, entertainment, Victorian, features, holidays

Key computing vocabulary:

Instructions, Buttons, Robots, Patterns, Program, Forward, Backward, Right-angle turn, Algorithm, Sequence, Debug, Predict, coding Space bar, Paint effects, Animation, Documents, Enter/return, Caps lock, Backspace, Apps, Save, Retrieve, edit Rules, Online, Private information, Email, Appropriate/inappropriate sites, Cyber-bullying, Digital footprint, CEOP, Digital footprint, Selfies, Computer technology, Responsibility, e-safety

- explaining that a sequence of commands has a start
- explaining that a sequence of commands has an outcome
- creating a program using a given design
- changing a given design
- design a program using my own design
- deciding how my project can be improved

As geographers we will:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use simple compass directions (North, South, East and West) and locational and directional language linked to maths work.
- Use geographical vocabulary to identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

We will do this by:

- asking simple geographical questions: Where is it? What's it like?
- using books, stories, maps, pictures/photos and internet as sources of information.
- making appropriate observations about

- talk about ways to keep my body safe and healthy, and name some things that might harm it if I am not careful.
- understand that medicine is a drug and that not all drugs are bad for you if used correctly.

As Theologians we will:

Learn about Judaism

- Why are celebrations important for Jewish families?
- How does a Jewish family express a covenant relationship with God?
- How & why do people have special ways of welcoming babies?
- How do they show they belong?
- How do Christians have special ways of welcoming babies?
- How do some Jews choose babies' names?

IMPACT

How will we evaluate what knowledge and understanding the children have gained?

What do they remember? What new vocabulary have they learnt?

Write a postcard from a child on holiday in 1902 and a child on holiday in 2022.

Create a moving model of a variety of materials

Key musical vocabulary:

Body percussion, steady beat, rhythmic patterns, melodic patterns, phrases, tempo - fast and slow, male and female voice, style, unison, posture, symbols, notation, crescendo and decrescendo verse, chorus and AB form, accompaniment, sound effects, sequences, note values - crotchet, quaver, minim, semibreve, stave, untuned percussion, graphic notation,

Key geographical vocabulary:

England, Wales, Scotland, Northern Ireland, North Sea, The English Channel, Irish Sea, Atlantic Ocean, spring, summer, autumn, winter, North, South, East, West, beach, cliff, town, harbour, jetty, weather, climate,

Key art vocabulary:

analyse, colour matching, tones, shape and form, pottery, ceramics, hand painted, gilder, sculpture, studio, bright, vibrant, back stamp

key design technology vocabulary:

Structure, base, underneath, thicker, thinner, corner, point, straight, curved, rectangle, cube, cuboid, cylinder

why things happen

- making simple comparisons between features of different places
- following directions including NSEW
- using an infant atlas to locate places
- beginning to spatially match places including the UK on small scale and larger scale maps

As artists we will:

We will do this by:

- analyzing the work of a local artist of historical and cultural interest#
- research Clarice Cliff and explain why she was so significant in the development of ceramic design
- developing our brush skills and our ability to mix paints accurately
- develop an understanding of shape and colour and express our preferences through our designs
- design and decorate a plate or vase influenced by the style of Clarice Cliff

As athletes we will:

- Learn different athletics skills
- Seek to improve our multiskill agility, speed and accuracy
- Learn and improve our bat and ball skills

We will do this by:

- Using our fundamental skills from the Spring Term

What transferable skills and understanding have they developed?

Chronological awareness, ability to use geographical vocabulary, an understanding of the basic types of materials, their uses and characteristics

- Running, skipping, collecting beanbags, passing a relay baton, jumping techniques for sack, balancing egg and spoon, putting our skills together for the obstacle race
- Small sided rounders games to practice bowling, batting and throwing.
- Develop eye hand coordination through racquet sports. Badminton, tennis, short ball.