

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 1 – SUMMER 2



*Learn from yesterday, seek today and aim for tomorrow*

September 2021

## Science Driver: Plants – Common Plants and Structures

### Key Enquiry: Why are plants so important for all of us?

#### Science Driver

Working Scientifically
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> <li>• Why are flowers different colours?</li> <li>• Why do some animals eat meat and others do not?</li> </ul>
<input type="checkbox"/> Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned
<input type="checkbox"/> Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
<input type="checkbox"/> Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken

What I need the children to learn	Possible learning experiences
<b>Plants</b>	
<i>Common plants</i> <i>Plant structure</i>	
<ul style="list-style-type: none"> <li>• Know and name a variety of common wild and garden plants</li> <li>• Know and name the petals, stem, leaves and root of a plant</li> <li>• Know and name the roots, trunk, branches and leaves of a tree</li> </ul>	<b><i>Identify common flowers in the School field with identification charts</i></b> <b><i>Pull flowers apart and identify different parts – stick on larger paper</i></b> <b><i>Bark rubbings, leaf rubbings</i></b>

#### Design Technology

What I need the children to learn	Possible learning experiences
<b>Food Technology</b>	
<i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from</i>	
<ul style="list-style-type: none"> <li>• cut food safely</li> </ul>	<b>Fruit salad/ chopping vegetables/ cutting skills</b> <b>Use the potatoes/onions that have been grown by the class to make potato salad-cutting the potatoes and onions.</b>

#### Computing

What I need the children to learn	Possible learning experiences
<b>Create programs</b>	
<i>Pupils should be taught to create and debug simple programs</i>	
<ul style="list-style-type: none"> <li>• create, store and retrieve digital content</li> </ul>	<a href="https://www.icompute-uk.com/members-area/ks1/index.html">https://www.icompute-uk.com/members-area/ks1/index.html</a> and select the Year 1 folder and then the iWrite unit.

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Gymnastic Movements</b>	
<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	
<ul style="list-style-type: none"> <li>• make body curled, tense, stretched and relaxed</li> <li>• control body when travelling and balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, curl, travel and balance in different ways</li> </ul>	
<b>Basic movements and Team Games</b>	<b>Sport's Day activities and games – Links to Real PE 6</b>
<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	
<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> </ul>	<b>Individual and team games</b> <b>Why we keep fit and active</b>
<b>Dance</b>	
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> <li>• perform own dance moves</li> <li>• copy or make up a short dance</li> <li>• move safely in a space</li> </ul>	<b>Relate it to the Science Driver- movements like certain flowers.</b>
<b>Real P.E.</b>	
<b>Unit 6 Health and Fitness</b>	
<ul style="list-style-type: none"> <li>• I am aware of why exercise is important for good health.</li> </ul>	
<b>Nigel Carson Sessions</b>	

**Music**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Singing</b>	
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> <li>• make different sounds with voice and with instruments</li> <li>• follow instructions about when to play and sing</li> </ul>	<a href="https://www.bbc.co.uk/teach/ks1-music/zbcjscw">https://www.bbc.co.uk/teach/ks1-music/zbcjscw</a> for music ideas for Key Stage 1.
<b>Playing an instrument</b>	
<i>Pupils should be taught to play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> <li>• use instruments to perform and choose sounds to represent different things</li> </ul>	<b>Listen to music that relates to the outdoors- can they recreate it using instruments.</b>

## Art

What I need the children to learn	Possible learning experiences
<b>Drawing</b>	
<i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	
<ul style="list-style-type: none"> <li>• know how to show how people feel in paintings and drawings.</li> <li>• know how to use pencils to create lines of different thickness in drawings.</li> </ul>	<p><b>Giuseppe Arcimboldo – Face fruit/ veg sculptures make and then sketch Still life</b></p> <p><b>Sketch a variety of plants</b></p> <p><b>Discuss how hard to press on using different pencils</b></p> <p><b>How healthy is the plant?</b></p>

## PSHE

What I need the children to learn	Possible learning experiences
<b>Changing me</b>	<b>Resource links from: Jigsaw</b>
<ul style="list-style-type: none"> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that learning brings about change</li> </ul>	<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> <p><b>See the link below</b></p>

<https://jigsawlivescmsuk.blob.core.windows.net/umbraco-media/tpklpjuc/02-ages-5-6-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

## Religious Education

What I need the children to learn	Possible learning experiences
<b>L1.5</b>	
<ul style="list-style-type: none"> <li>• What makes some places sacred? This could be an R.E. week or fit into a cross curricular unit of study.</li> </ul>	<p><b>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?</b></p> <p><b>Talk about why it is important to show respect for other people's precious or</b></p>

	<p><i>sacred belongings (including the importance of having clean hands or dressing in certain ways).</i></p> <p><i>Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.</i></p> <p><i>Notice some similarities and differences between places of worship and how they are used.</i></p>
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### Cayton Creation

Sort different wild flowers into chosen categories and reason why.

### Cayton Conclusion

Look at the artist Giuseppe Arcimboldo - make fruit/ vegetable faces on paper plates and then eat them.

### English

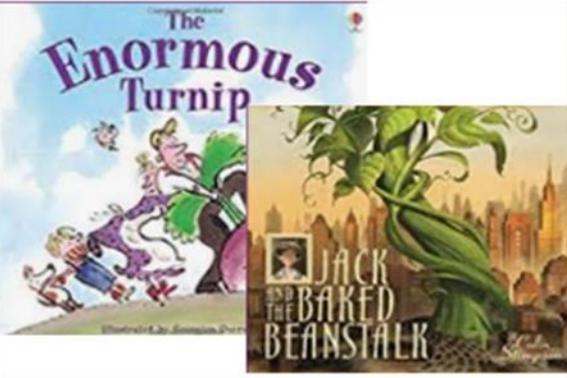
What I need the children to learn	Possible learning experiences
Can I use the prefix 'un-' accurately	Daily phonics session English sessions
Can I use adjectives to describe?	Use adjectives to describe the bog in the CLPE unit Bog Baby. Adjective game (like ispy but using adjectives)
Can I use finger spaces? Can I use full stops to end sentences?	Daily phonics Modelling sentences throughout the CLPE unit.
Can I blend sounds in unfamiliar words using the GPCs that they have been taught?	Daily phonics sessions Phonics tracker online games
Can I sequence sentences to form short narratives?	Use the CLPE unit – retell the story. Story maps on large sheets of paper.
Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?	Daily handwriting sessions

### Mathematics

What I need the children to learn	Possible learning experiences
Finding half / quarter	Make a sandwich and cut it into half and then quarters- real life link. Half shapes by folding Half numbers by sharing.

<b>Describe turns and position</b>	<b>Practical experience link to compass work previously covered in Geography.</b>
<b>Count to 100</b>	<b>Hundred square Count to 100 song</b>
<b>Ordering numbers</b>	<b>Chalk on the playground Hundred square- missing number game.</b>
<b>Recognising coins/notes</b>	<b>Link to real life experiences Opportunities in the home corner provision. Coin rubbing</b>
<b>Time- before and after/date</b>	<b>Daily calendar Sequence the day</b>
<b>Time to the hour/half past</b>	<b>Create a class clock What time is it Mr Wolf Practical opportunities Small clocks</b>

# Year 1: Plants Knowledge Mat

Subject Specific Vocabulary		Interesting Books	Sticky Knowledge about plants
<b>buds</b>	A small lump on a stem or twig that will grow into a leaf, flower or shoot.		<input type="checkbox"/> Some trees can live for thousands of years.
<b>bulbs</b>	The resting stage of a plant that is usually formed underground.		<input type="checkbox"/> Around 2000 different types of plants are used by humans to make food.
<b>deciduous</b>	Deciduous is the name given to trees that lose their leaves in autumn and are bare in the winter.		<input type="checkbox"/> Some plants are carnivores. A well known example of a carnivorous plant is the Venus Flytrap.
<b>evergreen</b>	Evergreen is the name of trees that have leaves all year round.		<input type="checkbox"/> Bamboo can be a fast growing plant. Some types can grow almost a metre in just one day!
<b>trunk</b>	A tree's trunk holds up its crown, protects its inner parts and works like a pipeline, transporting essential materials to the different parts of the tree.	<b>Important facts to know by the end of the plants topic:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of a variety of common wild and garden plants</li> <li><input type="checkbox"/> Know the names of a variety of common trees</li> <li><input type="checkbox"/> Know the difference between deciduous and evergreen trees</li> <li><input type="checkbox"/> Know which plants grow in the local environment</li> </ul>	<input type="checkbox"/> Touching poison ivy will cause an allergic reaction, usually in the form of an itchy rash on the skin.
<b>vegetable</b>	A vegetable is a plant or part of a plant which is used as food, for example cabbage or potato.		<input type="checkbox"/> As well as looking beautiful, trees help purify the air and provide food and shelter for all sorts of creatures.
<b>wild plants</b>	These are plants that don't grow in our gardens and are self-seeded.		<input type="checkbox"/> Water and nutrients travel up the tree trunk, through the branches and all the way out to the leaves.
<b>environment</b>	The area where a plant or tree lives is its environment.		
<b>blossom</b>	Blossom is the flower that comes before the fruit. For example, apple blossom comes before the apple starts to grow.		
<b>petals</b>	A petal is a part of the flower and is usually coloured. The colour attracts insects.		
<b>branches</b>	Branches come from the tree trunk and grow outwards.		

