

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 1 - AUTUMN 1



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

September 2021

## History Driver: Within Living Memory

### Key Enquiry: Were my grand-parents toys more fun than mine?

#### History Driver

What I need the children to learn	Possible learning experiences
<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	
<ul style="list-style-type: none"> <li>• Know that the toys their grandparents played with were different to their own</li> <li>• Organise a number of artefacts by age</li> <li>• Know what a number of older objects were used for</li> <li>• Know the main differences between their school days and that of their grandparents</li> </ul>	<p><b>Victorian toys – paint Class Museum- used curiosity cube to display.</b></p> <p><b>Invite family members from different generations into school.</b></p> <p><b>Looking at teddy bears and dolls- history</b></p>

#### Design Technology

What I need the children to learn	Possible learning experiences
<b>Designing</b>	
<i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i>	<b>make a Thaumatrope</b> <b>Design a puppet to be made from a wooden spoon</b>
<ul style="list-style-type: none"> <li>• use own ideas to design something and describe how their own idea works</li> <li>• design a product which moves, explain to someone else how they want to make their product and make a simple plan before making</li> </ul>	<p><b>Punch and Judy toys linked to traditional toys</b></p> <p><b>Research old toys</b></p> <p><b>Compare to now and then</b></p> <p><b>Design old fashioned car/ toy/ doll</b></p>
<b>Making</b>	
<i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>	<b>Make a puppet using a spoon – Punch and Judy</b> <b>Cutting out toys from a catalogue</b>
<ul style="list-style-type: none"> <li>• use own ideas to make something</li> <li>• make a product which moves, choose appropriate resources and tools</li> </ul>	<b>Using junk modelling, create own car/ toy</b>
<b>Evaluating</b>	
<i>Explore and evaluate a range of existing products</i> <i>Evaluate their ideas and products against design criteria</i>	
<ul style="list-style-type: none"> <li>• describe how something works, explain what works well and not so well in the model they have made</li> </ul>	<b>Evaluate own design</b> <b>Compare to newer toys to answer questions</b>

<b>Technical Knowledge</b>	
<i>Build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	
<ul style="list-style-type: none"> <li>• make their own model stronger</li> </ul>	

## Computing

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Uses of IT beyond school</b>	
<i>Pupils should be taught to recognise common uses of information technology beyond school</i>	
<ul style="list-style-type: none"> <li>• talk about some of the IT uses in their own home</li> </ul>	<b>No iCompute unit</b> <b>Circle time discussion</b>
<b>Safe use</b>	
<i>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i>	
<ul style="list-style-type: none"> <li>• use technology safely keep personal information private</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 iSafe 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>	<b>Autumn 1 – x2 weeks after Real PE</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>Links to Real PE 1</b> <b>Floor techniques and movements</b> <b>Use benches</b>
<b>Basic movements and Team Games</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>	<b>Move like pirates- real PE</b>
<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> </ul>	
<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>Cosmic yoga</b>
<b>Real P.E.</b>	
<b>Unit 1 Personal</b>	
<ul style="list-style-type: none"> <li>• I can follow instructions, practise safely and work on simple tasks by myself.</li> </ul>	

<b>Nigel Carson Sessions</b>	

## Music

New published Music Scheme to arrive shortly but in the meantime please access <https://www.bbc.co.uk/teach/ks1-music/zbcjscw> for music ideas for Key Stage 1.

What I need the children to learn	Possible learning experiences
<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/school-radio/music-ks1-sun-sea-song-index/zr4x2sg">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</a>
<b>Create own music</b>	
<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	
<ul style="list-style-type: none"> <li>• clap and repeat short rhythmic and melodic patterns</li> <li>• make a sequence of sounds and respond to different moods in music</li> </ul>	<b>Listen to beats and copy them</b> <b>Syllables of their name</b>

## PSHE

What I need the children to learn	Possible learning experiences
<b>Being Me in My World</b>	<b>Resource links from: Jigsaw</b>
<ul style="list-style-type: none"> <li>• <i>Understand the rights and responsibilities of a member of a class</i></li> <li>• <i>Understand that their views are important</i></li> <li>• <i>Understand that their choices have consequences</i></li> <li>• <i>Understand their own rights and responsibilities with their classroom.</i></li> </ul>	<p>In this Puzzle (unit), the children are introduced to their PSHE books and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> <p><b>See below for the link.</b></p>

<https://jigsawlvestcmsuk.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>L1.7</b>	
<ul style="list-style-type: none"> <li>• What does it mean to belong to a faith community?</li> </ul>	<i>Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles,</i>

	<p><i>christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience. Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. Compare this with a welcoming ceremony from another religion</i></p>
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**Cayton Creation**

The children will make a picture of a teddy bear/ toy using paint/chalk.

**Cayton Conclusion**

The children will bring a teddy into school and have a story cuddling it.

**English**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Can I know all letters of the alphabet and the sounds which they most commonly represent?	Phonics Daily literacy
Can I accurately spell most words containing the 40+ previously taught phonemes and GPCs?	Phonics daily session
Can I begin to use the diagonal and horizontal strokes needed to join some letters?	Introduce handwriting by half term
Can I compose a sentence orally before writing it? Can I sequence sentences to form short narratives?	Colourful semantics Dogger book focus CLPE
Can I use capital letters for names, places, the days of the week	Outdoor learning Daily date discussion

Can I recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark?	Daily English sessions
Can I recognise the differences between Fiction and Non-Fiction books?	Library exposure
Can I predict what might happen on the basis of what has been read so far?	Sequencing a story Changing the ending of Dogger Black sheep SaLT program sequencing
Can I reread texts to build up fluency and confidence in word reading?	Individual readers Guided reading sessions
Can I sit correctly at a table, holding a pencil comfortably and correctly?	Introduce daily handwriting- discuss how to sit correctly each session.

### Mathematics

What I need the children to learn	Possible learning experiences
Sort objects	Variety of Autumn items such as conkers, leaves and sticks- categorise Sort objects such as counters, compare bears and dinosaurs.
Count one more and one less	Games, provision area activity Using objects to show visually Relate to their own experiences Use of a number line
Introduce <, > and = symbols	Crocodile eats the largest Stem sentence
Ordinal numbers	Queues When lining up use this term Lots of practical real life experiences
Part whole	Numicon Tuff tray ideas using numicon
Addition symbol	Make the symbol using their body Show practically Mind map of vocab
Number bonds	Quick fire game Numicon Coloured cubes

# Within Living Memory: KS1 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
<b>blackboard</b>	A blackboard would be seen in almost every classroom in the 1960s. Today we have screens or an interactive whiteboard.		<p style="text-align: center;"><b>Sticky Knowledge about history within living memory</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Beatles became a world famous pop group. The four members of the group came from Liverpool and their music is still very popular today.</li> <li><input type="checkbox"/> The England football team won the World Cup in 1966. It is the only time England has won it. The final was played at Wembley in London.</li> <li><input type="checkbox"/> It was very rare for people to go to a restaurant in the 1960s. 'Meat and two veg' was a common term to describe a roast meat meal. Prawn cocktail started to be eaten as a starter.</li> <li><input type="checkbox"/> Fashion changed greatly in the 1960s. After the war people didn't have money to spend on clothes but that changed in the 1960s with colourful, hippie-style clothes being very popular.</li> <li><input type="checkbox"/> The mini car was very fashionable in the 1960s. The best selling cars were Ford Anglia; Vauxhall Viva; Morris Minor and the Ford Corsair.</li> </ul>
<b>chalk</b>	Chalk was used by teachers to write on the blackboard. It was mainly white but there many colours of chalk.	<p style="text-align: center;"><b>Popular TV programmes in the 1960s</b></p> <p>Jackanory</p> <p>The Flowerpot Men</p> <p>Thunderbirds</p> <p>Crackerjack</p> <p>Lassie</p>	
<b>nit nurse</b>	The name given to the nurse who came to school to check hair for lice.		
<b>inkwell</b>	Many desks had a hole in the top right hand corner for ink. This was known as the inkwell.		
<b>pen and nib</b>	In most schools children used pens and ink to write. The pens had a nib at the end which was replaced from time to time.		
<b>skipping</b>	A very popular game in the 1960s. It was a long piece of rope which was turned by two children.		
<b>marbles</b>	Another popular game was marbles. Many children came to school with a pocketful of marbles.		
<b>snakes and ladders</b>	A board game which everyone knew in the 1960s. The board was made up of squares and you would move up a ladder and down the snake.		
<b>ludo</b>	Another very popular board game. It was played with a dice. Children would chase each other around the board.		