

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 1 – SPRING 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

Geography Driver: Hot and Cold Places

Key Enquiry: Why can't a penguin live near the equator?

Geography Driver

What I need the children to learn	Possible learning experiences
Place Knowledge	
<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i>	
<ul style="list-style-type: none"> • Can I compare Scarborough (coastal) with hot and cold places around the world? • Can I investigate and locate temperatures in hot and cold places and map them on an atlas in relation to the equator and poles? • Can I look at and compare the physical geography Antarctica and a desert? 	<p>Locality walk around the coast Google Earth other non-European countries to contrast – use key vocabulary to sort in a table Desert/ Antarctica Look at temperature mapping and link to animal habitats and plants found there</p>

Supporting the Geography Driver

Geography

What I need the children to learn	Possible learning experiences		
Human and Physical Geography			
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><i>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</i></td> <td style="width: 50%;"><i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</i></td> </tr> </table>	<i>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</i>	<i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</i>	
<i>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</i>	<i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</i>		
<ul style="list-style-type: none"> • Can I record and name different types of weather over a period of time in a weather diary? • Can I compare our weathers to weathers around the world in more extreme climates? • Can I recognise the main differences between a city, town and village? 	<p>Weather charts and diaries Plotting simple temperature charts Label the coast/ town / countryside activities Own weather forecast – record with own symbols Season artwork – contrasting seasons Poster work for City/ Town/ Village requirements</p>		

Science

Working Scientifically
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why are flowers different colours? • Why do some animals eat meat and others do not?
<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
Seasonal Change	
<i>The four seasons</i> <i>Seasonal weather</i>	
<ul style="list-style-type: none"> • Name the seasons and know about the type of weather in each season 	<i>Weather reporting for each Season</i> https://www.youtube.com/watch?v=tfAB4BXSHOA – weather song

Computing

What I need the children to learn	Possible learning experiences
Coding – Algorithms Programming Logical Reasoning Multimedia Sound and Motion – Using Technology Technology in our lives – Uses of IT beyond School	
<i>National Curriculum Objectives - Pupils should be taught to:</i> <i>Understand what algorithms are; how they are how implemented as programs on digital devices</i> <i>Recognise common uses of information technology beyond school</i> <i>Understand that programs execute by following precise and unambiguous instructions</i> <i>Use logical reasoning to predict the behaviour of simple programs</i> <i>Create and debug simple programs</i> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).
<u>iProgram unit 1 – Computer Science</u> Lesson 1: iRobot <ul style="list-style-type: none"> • To understand that algorithms are implemented as programs on a range of digital devices Lesson 2: iControl <ul style="list-style-type: none"> • To give instructions to a programmable toy Lesson 3: iPlan	https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 1 iProgram unit 1 iProgram - 1 This unit introduces the children to algorithms and simple programming. It uses

<ul style="list-style-type: none"> To plan a simple algorithm that controls a toy <p>Lesson 4: iProgram</p> <ul style="list-style-type: none"> To program an object to move to on-screen objects <p>Lesson 5: iHunt</p> <ul style="list-style-type: none"> To record a sequence of instructions in a common format 	<p>the context of programming physical and virtual toys to perform specific actions.</p> <p>It develops understanding that computers are controlled by sequences of instructions and that computers need more precise instructions than humans do.</p>
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Computer Science					
Working Towards		Meeting		Greater Depth	
Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> humans and computers follow instructions 	<ul style="list-style-type: none"> read a set of instructions and sometimes predict the correct outcome produce instructions but sequence them incorrectly or make assumptions 	<ul style="list-style-type: none"> computers follow instructions given in a precise way 	<ul style="list-style-type: none"> read a set of instructions and usually predict the correct outcome produce a set of instructions that others can usually follow 	<ul style="list-style-type: none"> computers have no intelligence 	<ul style="list-style-type: none"> read a set of instructions and predict the correct outcome produce an accurate set of instructions using agreed language that others can follow

Design Technology (possible unit)

What I need the children to learn	Possible learning experiences
<p>Designing</p> <p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	<p>Making a hideout for a meerkat it must be waterproof and have a door.</p>
<ul style="list-style-type: none"> use own ideas to design something and describe how their own idea works design a product which moves explain to someone else how they want to make their product and make a simple plan before making 	<p>Recycling Project</p> <p>Linked to making the rockets in Science-moving parts.</p> <p>Partner talk about designs</p> <p>Design a a hideout for a meerkat it must be waterproof and have a door.</p> <p>Use a design criteria provided to create a plan</p>
<p>Making</p> <p><i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	
<ul style="list-style-type: none"> use own ideas to make something 	<p>Bird Feeders- completed Autumn 1</p> <p>Decide where to place them</p>

<ul style="list-style-type: none"> make a product which moves choose appropriate resources and tools 	<p><i>Make a shelter for meerkat</i> <i>Make a simple flap/hinge to show a door</i></p>
Evaluating	
<p><i>Explore and evaluate a range of existing products</i> <i>Evaluate their ideas and products against design criteria</i></p>	
<ul style="list-style-type: none"> describe how something works explain what works well and not so well in the model they have made 	<p><i>Did the birds come?</i> <i>Whose model went the highest? Why?</i> <i>Did it work? Did the part move?</i></p> <p>Evaluate the shelter for meerkat</p>
Technical Knowledge	
<p><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></p>	<p>Can they make the shelter stronger/ better-how? More watertight?</p>
<ul style="list-style-type: none"> make their own model stronger 	

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

What I need the children to learn	Possible learning experiences
Gymnastic Movements	
<p><i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	
<ul style="list-style-type: none"> make body curled, tense, stretched and relaxed control body when travelling and balancing copy sequences and repeat them roll, curl, travel and balance in different ways 	
Basic movements and Team Games	
<p><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></p>	
<ul style="list-style-type: none"> throw underarm throw and kick in different ways 	<p><i>Teach basic running, jumping, throwing, catching techniques links to Real PE 3</i></p>
Dance	
<p><i>Perform dances using simple movement patterns</i></p>	
<ul style="list-style-type: none"> perform own dance moves copy or make up a short dance move safely in a space 	
Real P.E.	
Unit 3Cognitive	

<ul style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at. 	
Nigel Carson Sessions	

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 3 – In The Groove	
Listening and Appraise Music (Musicianship)	
<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	
<ul style="list-style-type: none"> Join in sections of the song eg chorus Talk about feelings created by the music Describe dynamics as loud and quiet. 	
Singing and Voice	
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> Demonstrate good singing posture. Copy back intervals of an octave and fifth (high/low) 	Video with QR https://www.codigos-gr.com/en/qr-code-generator/
Notation	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> Explore ways of representing high and low sounds, using symbols and any appropriate means of notation. Start to use and explore standard notation. 	
Playing Instruments	
<i>Play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear from simple notation in C major. 	Glockenspiels and bars as a whole class
Improvising	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> Understand the difference between creating a rhythm pattern and a pitch pattern. 	
Composing	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> Explore and create graphic scores. Use music technology, if available, to capture, change and combine sounds. 	Use Charanga with pupil logins to experiment with the notation maker.

<ul style="list-style-type: none"> Use simple notation – Create a simple melody using crotchets and minims. F G F G A F A C F G A C D start and end on the same note F. 	
Performing	
<i>Play tuned and untuned instruments musically</i> <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> Choose a son/songs to perform to a well-known audience. Play some simple instrumental parts. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
Vocabulary	
<ul style="list-style-type: none"> Pulse Rhythm Pitch Improve Compose Melody Groove Audience Imagination Perform Singers Blues Baroque Latin Saxophones Trumpets 	

PSHE

What I need the children to learn	Possible learning experiences
Dreams & Goals	Resource links from: Jigsaw
<p><u>Knowledge</u> Know how to set simple goals</p> <ul style="list-style-type: none"> Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle 	<p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p><u>Key vocabulary:</u> Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p> <p>See below for the link</p>

- Can store feelings of success so that they can be used in the future

Water Safety Curriculum

Can I become familiar with how to stay safe around the water?

Power point

Spot the danger activity

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

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

Religious Education:

For this unit there is 6-8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">1:7</p> <p>1:7 What does it mean to belong to a faith community?</p> <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). Respond to examples of 	<ul style="list-style-type: none"> • 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, 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 e.g. Islam: Aqiqah. • Find out how people can show they belong with another person, for example, through the promises made in

<p>co-operation between different people (C2)</p> <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). • Identify some similarities and differences between the ceremonies studied (B3). 	<p>a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</p> <ul style="list-style-type: none"> • Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).
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Cayton Creation

Begin a weather diary to add to throughout the topic.

Cayton Conclusion

Freeze different small world animals and try different ways of melting them i.e. salt, water and vinegar.

English

What I need the children to learn	Possible learning experiences
Can I recognise vowel/consonant digraphs which have been taught and the sounds which they represent?	Daily phonics sessions
Can I recognise words with adjacent consonants?	Daily phonics sessions Phonics tracker games
Can I spell all Y1 common exception words correctly?	Daily phonics sessions Phonics tracker games Weekly spelling test
Can I use the joining word (conjunction) 'and' to link ideas and sentences?	CLPE lessons – Lost and found
Can I accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words?	Guided reading CLPE lessons – lost and found
Can I reread texts to build up fluency and confidence in word reading?	Guided reading Individual reading books
Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?	Handwriting 4x per week- referring to the letter families.





Can I spell days of the week correctly?	Provision task Weekly spelling
Can I write a simple sentence?	Play the bossy verb game Write instructions for everyday tasks.
Can I write a speech bubble?	Speech bubbles for the characters in Lost and Found.

Reading Spine: Lost and Found by Oliver Jeffers

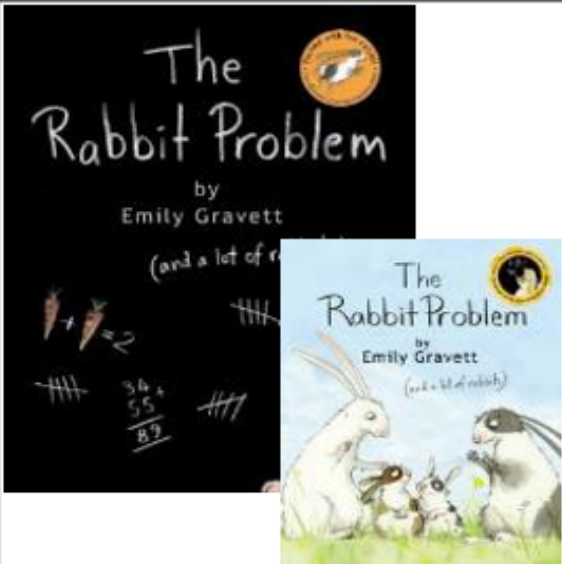
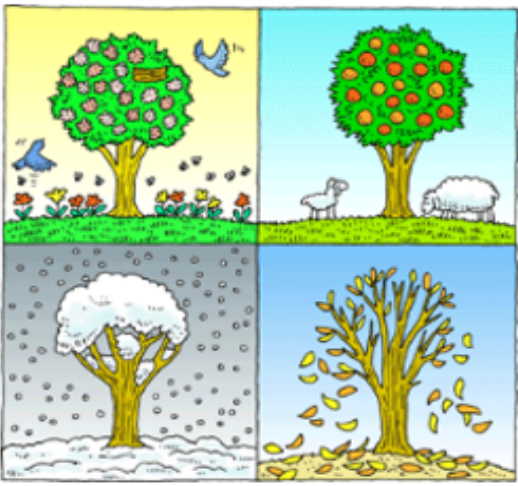

Mathematics

What I need the children to learn	Possible learning experiences
Count forwards and backwards and write numbers to 20 in numerals and words.	Provision tasks Numicon and matching the words/numbers Sequencing numbers
Tens and ones	Look at the Deans blocks Use part, part whole to support their learning.
Comparing groups of objects and numbers Ordering groups of objects	Compare two groups of objects, saying when they have the same number. Use the language of 'more' and 'fewer' to compare two sets of objects. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Add by counting on	Use a hundred square to show counting on visually.
Add by making 10	Look at number bonds Numicon Number lines

Hot and Cold Places KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books	
North Pole	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.	 	
South Pole	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.		
Equator	An imaginary line around the centre of the Earth. It is very hot at the Equator. It divides the Earth into the north and south hemispheres.		
Meerkats	Animals that are often found in dry places like deserts. They belong to the mongoose family.	Sticky Knowledge about Hot and Cold places	
Penguins	A large seabird that cannot fly. Found in the South Pole. There are many types with the most famous probably being the Emperor penguin.	<input type="checkbox"/> Not all deserts are covered by sand. Only 20% of all deserts are covered with sand.	
Polar Bears	A large, white Arctic Bear found in the North Pole. It is one of the most popular animals in the world.	<input type="checkbox"/> During the South Pole winter (mid March to mid September) it is dark all the time. During the summer it is light all the time.	
desert	A desert is a very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.	<input type="checkbox"/> Even though we think they should be, not all deserts are hot. Two of the world's biggest deserts are in the North and South Poles.	
hemisphere	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.	<input type="checkbox"/> Polar bears and penguins are able to keep warm because they have blubber inside their skins.	
humid	When there is a lot of moisture in the air it is said to be humid. Hot countries are often very humid.	<input type="checkbox"/> The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica	
scorching	To burn slightly or to cause a change in colour because of the heat.	<input type="checkbox"/> Hot deserts are usually very hot during the day but can get very cold at night. Some hot deserts can reach freezing point at night.	
camouflage	When an animal's markings help it to blend in with its environment.	<input type="checkbox"/> Despite the low temperatures over 4 million people live in the polar regions.	
		Animals that live in the polar regions	
		<ul style="list-style-type: none"> • penguins • polar bears • Arctic foxes • seal • reindeer • walrus 	
		Animals that live close to the equator	
		<ul style="list-style-type: none"> • meerkats • lizards • scorpions • coyotes • camels 	

Year 1: Seasonal Change Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about seasonal change
Autumn	The time of year between September and November. Many leaves fall off the trees.		<p>Sticky Knowledge about seasonal change</p> <ul style="list-style-type: none"> <input type="checkbox"/> In the UK we have four seasons: spring, summer, autumn and winter. Summer is the hottest season and winter the coldest. <input type="checkbox"/> Spring starts when the day and night are the same length (usually 21st March. However, many say that Spring starts on March 1st). <input type="checkbox"/> In summer the longest day of the year is around June 21st and in winter the shortest day of the year is usually December 21st. <input type="checkbox"/> When we have our summer it is winter in the southern hemisphere. When we have our winter Australia has its summer. <input type="checkbox"/> In the USA and many other countries the season 'Autumn' is known as the 'Fall'. This is because so many leaves fall from the trees in Autumn. <input type="checkbox"/> Seasons change throughout the year because of the way the Earth travels around the Sun.
Spring	The time of year between March and May. There is usually lots of signs of new growth in Spring.		
Summer	The hottest season in the UK. It happens between June and August. The longest day is June 21 st .		
Winter	The coldest season in the UK. We can have snow in this season. It occurs between December and February.		
Fall	The name given to the Autumn season by Americans. It is because so many leaves fall off the trees.		
weather	Weather is what the sky and the air outside are like, such as cold and cloudy.		
temperature	It is measurement of hot or cold that can be measured using a thermometer.		
thermometer	This is the instrument that measures the temperature.		
weather symbol 	These are signs used to help us understand more about our daily weather.		
deciduous	Deciduous trees are trees that shed their leaves once a year, usually during the season of autumn.		
coniferous	Most conifers are evergreens, or trees that keep their leaves year-round.		

